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ABSTRACT

This paper presents an analysis of existing professional development activities for international teaching assistants (ITAs), graduate students from abroad, at Canadian universities. It is based on Sork's Basic Elements of Program Planning model which highlights active elements in program planning. The first chapter discusses factors external to the planning context (such as internationalization, accountability, and demands for consumer satisfaction) and concerns about the quality of instruction and professional development activities on postsecondary campuses. The following chapters are devoted to each of the model's planning elements as applied to ITA professional development. These are: (1) client systems, (2) planning context, (3) justification and focus of professional development, (4) intended outcomes, (5) instructional plan, (6) program evaluation, and (7) funding and promotion. Recommendations in the last chapter address the language proficiency of international graduate students, instructional screening for all teaching assistants, careful examination of ITA screening issues before policies are made, and collaborative ITA professional development activities. Four appendices list ITA professional development activities in Canada, contacts for this study, locations of universities mentioned in the study, and a draft of a needs assessment strategy. (Contains approximately 150 references.) (DB)

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Canadian Initiatives:
International Teaching Assistant
Professional Development

by

JANICE GWEN TRUDY PENNER

B.R.E. Hillcrest Christian College, 1981
B. Ed. University of Alberta, 1985

A GRADUATING PAPER SUBMITTED IN PARTIAL FULFILMENT OF

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We accept this paper as conforming

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Richard Berwick

THE UNIVERSITY OF BRITISH COLUMBIA

March 1997

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To my most faithful and patient academic advisors at UBC. Because my ITA research journey took me through several research fields, I have developed several research questions and formed several possible research committees. However, I kept coming against the barrier of "what context is this all in?" Thus, I

have written this general synthesis. Dr. Berwick, Dr. Goelman, and Dr. Clark have been helpful through each step of the way and have given invaluable personal support.

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Long ago, in my graduate school application, I stated, "What is the relationship between culture and teaching methods? ... The cultural background of the teacher and students is significant in the classroom; however, it is not necessarily limiting." In my years at UBC I am pleased that I have been able to research aspects of these points and present at numerous conferences. My next teaching assignment is a secondment position at Kyoto University of Foreign Studies, Kyoto, Japan. I have confidence that I have the language proficiency to teach my English course effectively. However, I will be the "international teacher" and will need to learn so much in order to be successful in Japan's academic culture.

Chapter One: Introduction

As I conducted research and spoke to various individuals in the Canadian post-secondary education community, I was often asked: "ITAs? What are ITAs?" My answer became quite standardized. "ITAs are International Teaching Assistants — graduate students from abroad. They are funded through TAships and some of them have problems teaching in Canadian undergraduate classes because of different educational backgrounds, language, cultural expectations and instructional skills. Domestic TAs (DTAs) have problems teaching also, but ITAs are distinctive in several ways. In the U.S.A., there are even state mandated screening and training programs for ITAs, but in Canada, most people don't know who I am talking about!"[1]

Because post-secondary institutions in Canada have not established screening policies and procedures for ITAs and many higher education institutions have no specialized ITA professional development program, some have questioned, "Is there an 'ITA problem' in Canada?" Very little research has been conducted in Canada to establish the "need", although anecdotal reports certainly indicate there are issues that need to be discussed. The presence of programs and pilot studies on ITAs in Canada attest to the reality that there is a need. At the University of Ottawa, a survey conducted by the Centre for University Teaching on the roles of Teaching Assistants and Research Associates, confirmed the Second Language Institute's informal observations that "in order to function adequately as instructors and graduate students in scientific and technical fields, many foreign-language TAs needed to improve verbal and non-verbal communication, instructional skills and intercultural awareness" (Feldberg, 1995, p. 2).

Factors external to the planning context, such as internationalization, demands for consumer satisfaction and demands for accountability from various stakeholders, suggest that concerns about the quality of instruction on campuses may be expressed by students more forcefully in the near future and an institutional response for more professional development (PD) will be required. Most post-secondary institutions in Canada have faculty development offices which offer support for faculty and TAs, but few institutions have special programs for ITAs. In contrast, ITA programs have been offered in institutions across the U.S.A. since the early 1980s.

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[1] A more detailed definition will follow in Chapter Three, Client Systems.

Through this description and analysis of the ITA PD program issues, this paper will highlight many possible research questions to challenge ITA educators and researchers. Even though there are faculty development offices, critics still claim that attention to faculty preparation has consistently been lacking in Canadian post-secondary institutions (Smith, 1991). In order to limit the scope of this paper, I will not prescribe PD options nor promote any particular PD model, even though there are few models or approaches that current faculty can use in mentoring or apprenticeship relationships with TAs (Nyquist, Abbott, Wulff & Sprague, 1991). Because of this lack of attention to professional development, many professors ask "How can we be expected to teach well and to teach others to teach well when we've had no training ourselves?" (Nyquist, et al., 1991, p. xii). The answer to this question is: by a stronger emphasis on PD. If ITAs are prepared for their academic futures as professors, they will in turn guide the next generation of TAs more effectively. Likewise, as ITAs are prepared for their instructional role in their involvement with businesses and other professional groups, their effectiveness will be enhanced.

Sources of Information

Since there is a dearth of documented information about DTA and ITA activities in Canada (Piccinin, Farquharson, & Mihu, 1993) I will refer to relevant literature from the American ITA training experience, which dates back to the late 1970s. I will also draw upon my own experience as a facilitator in the UBC PD for ITAs program (eight week sessions in fall, 1992, winter and fall, 1993 and winter, 1994). This opportunity allowed me to work with a total of 40 ITAs and research associates who represented 13 departments (Computer Science, Statistics, Geological Sciences, Math, Forestry, Botany, Zoology, Medicine, Economics and Mechanical, Civil, Chemical and Electrical Engineering) and 11 countries (People's Republic of China, Vietnam, Japan, India, Iran, Brazil, the Netherlands, Germany, Russia, former Yugoslavia and Australia). (There were other ITAs in the UBC PD for ITAs program, but I will reflect only on the experience in my sections). We met weekly for three-hour group sessions and I observed each of the

ITAs at least twice in their respective teaching contexts. In accordance with techniques of ethnographic research, personal experience is considered a valuable resource.

I will also be using information I have gained from informal communication with ITA PD activity providers across Canada. I have established e-mail connections with many Faculty Development personnel and English as a Second Language (ESL) instructors who have developed specific courses or activities for ITAs on campuses across Canada.[2] These people have become part of the ITAs Canadian Activities Network (ITAsCAN). The information in this paper, which is classified as from confidential sources, is from people who wished not to be identified as official university spokespeople. I have also chosen to conceal the identity of the university in some cases because of the sensitivity of the information. For convenience, it/they will be designated as one large Canadian research university (OLCR U).

When Abbott, Wulff & Szego reviewed research on general TA training published from 1980 to 1988, they concluded that "TA training programs are being developed and modified without adequate attention to good research as a source of insights that can inform practice" (1989, p. 121). Similarly, Young summarizes that "many of the early reports of what came to be known as 'the foreign TA problem' tended to be rather long on anecdote and rather short on empirical research" (1989, p. 101). At present, research informs ITA training practices in American campuses to a much greater extent. The large number of new studies and unpublished conference presentations contribute significantly to research fields such as language performance, cross-cultural communication, instructional skills, student ratings and student attitudes. Since "theory development and inquiry can be grounded in actual practice and formative evaluation of training programs" (Abbott, et al., 1989, p. 121), it is important to understand what is happening with research and TA training on Canadian campuses. This research will also provide a Canadian perspective to the ITA discussion, which has been dominated by the American experience and perspective.

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[2] A list of locations of universities mentioned in this study is provided in Appendix D for those readers who are unfamiliar with the Canadian university context.

Organization of Paper

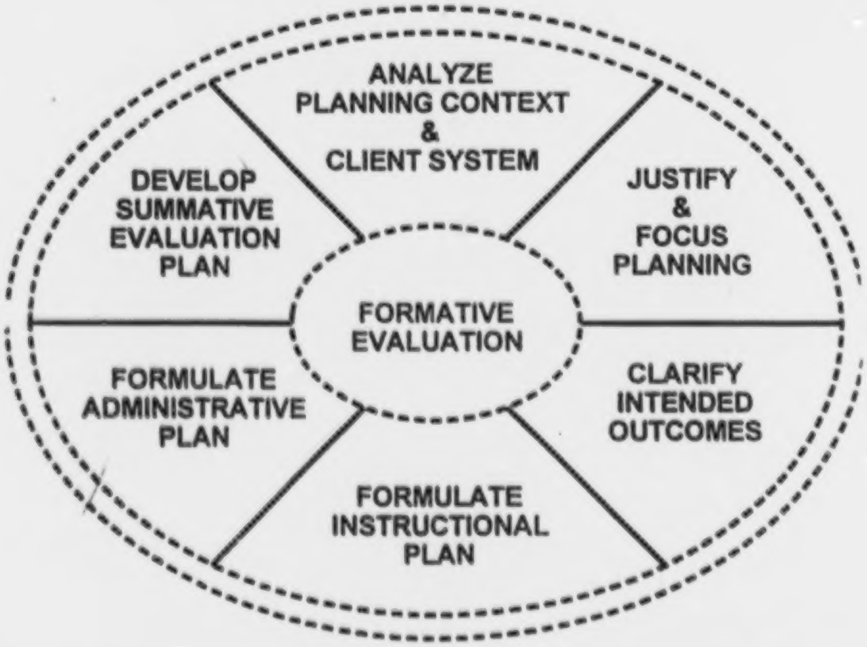
A framework is necessary when discussing the multitudinous questions and issues that are relevant to planning ITA PD programs. A model which greatly influenced this exploration is Dr. Tom Sork's Basic Elements of Program Planning (Sork & Caffarella, 1989; Sork, 1996). See Figure 1 (page 5). His research-based model highlights eight active elements: analyze client system; analyze planning context; justify and focus planning; clarify intended outcomes; formulate instructional plan; formulate administrative plan; develop summative evaluation plan and conduct ongoing formative evaluation. The interactive elements, represented by the broken lines in the model, encompass the large number of factors that are necessary for consideration. The mutual inclusiveness of the elements is evident since it is difficult to operationalize the elements in a strict chronological order. This has also been a challenge for me as I have been writing about the planning issues integral to the ITA field. As a result, in this paper an issue may be introduced in one section, but explored in depth in another section.

Sork's Basic Elements of Program Planning model is useful because it is broad enough to cover a wide variety of program formats that may be adopted in institutions. Informal research of ITA PD in Canada (Penner, 1995b) has shown that activities for ITA PD range from ninety-minute sessions at graduate student orientations to eleven-week intensive in-service certificate programs. The Basic Elements of Program Planning need to be considered no matter which format is chosen for implementation. Rather than using Sork's elements to analyze one institutional context, in which a program is intended, the elements will be used as a framework to discuss general issues and to reveal possible research questions for the Canadian institutional context.

I have modified Sork's model in several ways. Because I will describe the characteristics of the elements rather than prescribe planning action, I have removed the verbs in the model. I have also changed some terms, so as to reflect how I have limited the content of the elements. The discussion is limited because of the lack of available literature describing Canadian ITA activities. Some of the American research will be presented, but it will only help to guide and inform the discussion. Figure 2 (page 7), Canadian ITA

Professional Development Context, shows the adapted framework that I will use for this research on Canadian Initiatives: International Teaching Assistant Professional Development.

Figure 1: Basic elements of program planning


ANALYZE PLANNING CONTEXT & CLIENT SYSTEM
JUSTIFY & FOCUS PLANNING
CLARIFY INTENDED OUTCOMES
FORMULATE INSTRUCTIONAL PLAN
FORMULATE ADMINISTRATIVE PLAN
DEVELOP SUMMATIVE EVALUATION PLAN
FORMATIVE EVALUATION

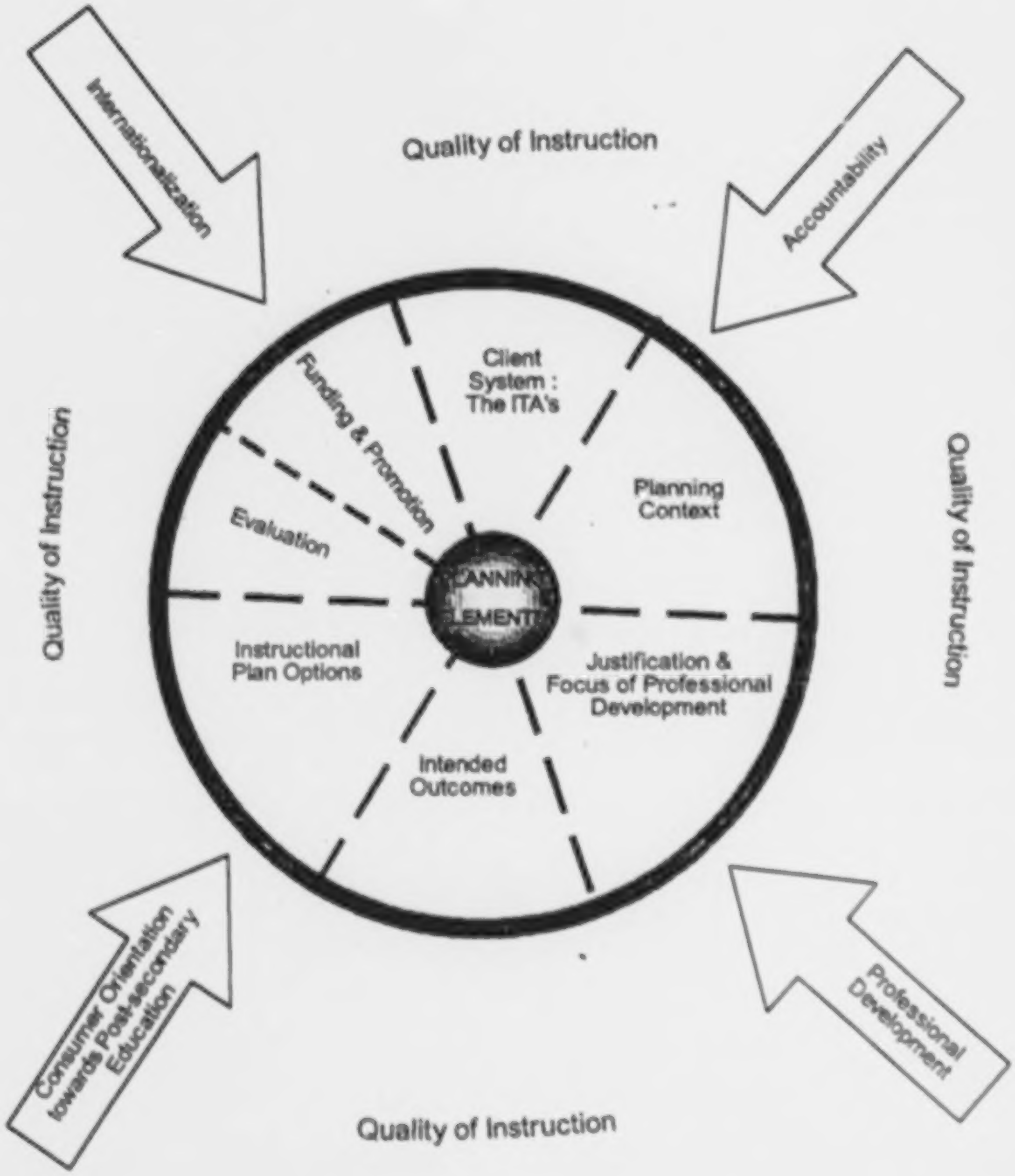
Source: Sork, T. (1996). The University of British Columbia. Course materials for ADED 329, Developing Short Courses, Workshops and Seminars.

The arrows approaching the post-secondary program planning elements identify the forces which are influencing the planning process. The bottom line, or thrust of the whole context is to improve the quality of instruction. The inner circle represents the ITA PD planning elements which must be explored when initiating ITA PD activities. Again, the broken lines signify how the elements are interrelated.

A program planning perspective is especially relevant to the Canadian context since the activities and interest are now intensifying. For example, in 1988 the University of British Columbia (UBC) was the only institution which had any specific ITA programming. As of 1997, the UBC program has expanded considerably and nine other Canadian institutions have specialized ITA activities. Other institutions are recommending activities and are very interested in knowing what similar institutions are doing. The description of the Canadian experience and ITA program planning issues in the following chapters reveal how advantageous it is for Canadian institutions to have proactive, rather than reactive ITA PD programs.

The following chapter will discuss the factors external to the planning context and the concerns about the quality of instruction and professional development activities on post-secondary campuses. Following that, a chapter will be devoted to each of the ITA PD planning elements. My recommendations for ITA PD in Canada will be presented in the conclusion.

Figure 2: Canadian ITA professional development context


Internationalization
Quality of Instruction
Accountability
Quality of Instruction
Quality of Instruction
Funding & Promotion
Client System : The ITA's
Planning Context
Evaluation
LANNIN
LEMENT
Instructional Plan Options
Justification & Focus of Professional Development
Intended Outcomes
Consumer Orientation towards Post-secondary Education
Professional Development
Quality of Instruction

Source: Janice Penner (March 1997),
Canadian Initiatives : International Teaching Assistant
Professional Development.
UBC Masters of Education unpublished manuscript

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Chapter Two: Factors External to the Planning Context

The terms internationalization, accountability and consumer orientation are becoming more prevalent in Canadian higher education discussions in the 1990s. These factors are considered "external" to the ITA PD planning context because they influence other aspects of educational and economic planning. They are much broader in scope but for the purposes of this paper, only their relationship to ITA PD will be explored.

Internationalization, accountability and consumer orientation towards post-secondary education all lead to concerns about the quality of instruction. Governments, academics, parents and students are all expecting universities to provide education that promotes student learning. Instructional development offices have been charged with providing support services for those instructing on campuses. ITAs are among a large group of providers of instruction, although they have not received the professional development support they require to improve their teaching skills.

Internationalization

A significant influence on the general ITA field is the trend towards "internationalization." The Canadian Bureau for International Education (CBIE), Association of Universities and Colleges of Canada AUCC), Association of Canadian Community Colleges (ACCC) and British Columbia Centre for International Education (BCCIE) have shown the most commitment to internationalization in institutions in Canada. Definitions are still confusing and some believe multiculturalism, diversity, and inter-cultural issues are one and the same, while others believe they are diametrically opposed (and competing for the same funding). Nonetheless, CBIE has offered this perspective:

> Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college. An international dimension means a perspective, activity or service which introduces or integrates an international/ intercultural/global outlook into the major functions of an institution of higher education (Knight, 1994, p. 3).

While one aspect of internationalization is to revise the curriculum by adding international themes and content (Francis, 1993, p. 24), a more established activity is to increase international student numbers. The benign market, social and competitive approaches are three broad approaches to recruiting international students.

> The benign market approach assumes that international students will register at Canadian universities and college on their own initiative; they are students like any others, ... The social approach regards international students as an educational asset for both their scholarship and the experience of the Canadian student body; international students therefore are deliberately sought after. The competitive approach sees international students as a source of revenue and net profit, one that is to be particularly sought after to help alleviate the financial pressures on Canadian universities and colleges (Tillett & Lesser, 1992, p. 10).

Currently, there is a "highly competitive international drive to boost enrolments of foreign students" (Driedger, 1996, p. 72) and this is supported by the Federal government in its decision to open Canadian Education Centres, which are full-service, one-stop centres attached to Canadian diplomatic missions. Centres have recently been opened in Hong Kong, Seoul, Kuala Lumpur, Taipei, and Jakarta, and centres are planned in New Delhi, Bangkok and Singapore. At these centres, education is put on a more equal footing with other diplomatic responsibilities, such as immigration, trade and business.

Institutions which focus on the financial benefits should also consider the subsequent responsibilities. Even though in the long term, they may facilitate future trade contracts and so on, international students contribute more than $1.5 billion to the Canadian economy while they are studying (Manthorpe, 1996). Differential tuition rates for international students are up to five times higher than those Canadian students pay on some campuses, although some argue that "it's not a money loser ... but it isn't a huge moneymaker either" (Leclaire, cited in Driedger, 1996, p. 74). Nonetheless, as Humphries contends "students paying high differential fees have a right to expect appropriate services, and we have a responsibility to ensure that they receive the help they need to integrate into the academic and social life of the campus" (1991, p. 2). In a "competitive market" students will be looking at the additional support services offered for their high tuition fees. ITA PD programs can facilitate the integration of TAs in their respective roles as graduate students and TAs. The Federal government is actively supporting recruitment activities, but there does not seem to be a corresponding increase in financial support to meet the needs of the international students.

It should be appropriate to assume that the activities of the international students on our campuses are of interest to those promoting "internationalization." The ITAs' instructional role in higher education is relevant to the quality of instruction and the benefits of having international perspectives in the classes; however, the lack of attention to ITAs and their needs supports the views of Tillett and Lesser.

> International student policy is not a central or principal concern of universities and colleges today. Other issues currently dominate their agenda and international student policy is basically a by-product of a set of larger questions about the overall future and direction of Canada's post-secondary education system. Insofar as the recruitment and teaching of international students assist in resolving more pressing issues, then an international student policy is likely to be adopted (1992, p. 10).

The few ITA PD activities that do exist in Canada show that some universities are taking initiatives (and perhaps in the future will make policies) which are related to internationalization, and the increasing number of international graduate students.

Research has hardly begun on the impact of international students on Canadian campuses and their role in various diversity issues, such as minority and race issues. Henry and Tator (1994) contend that the Canadian university has denied problems of racism and resisted any measures to change the positions of power of the white majority. Most ITAs represent a visible minority and they have significant instructional roles on campus, but do they have the "power" that Henry and Tator believe needs to be distributed? Henry and Tator also claim that "the few universities that recognized the existence of a racial problem on campus and the corresponding need for a response policy or procedure were motivated not by institutional introspection but by the occurrence of some nagging racial crisis" (1994, p. 85). In relation to ITA program initiatives, will Canadian universities wait until there is a "nagging crisis?"

Perhaps students are relatively silent in Canada because they are afraid their criticism of ITAs may be regarded as "racist" or "politically incorrect" and then disregarded (or concealed) by the ones they tell. Measures to address the cross-cultural interactions and tensions between the diverse undergraduate,

graduate, faculty and staff groups, can easily be dealt with in an ITA program framework — as they are in the innovative UBC Professional Development for International TA program, where Diversity Workshops with DTAs, faculty, staff and students are a part of the program.

Accountability to Government and Consumers

Conducting research on, and implementing PD services for, ITAs is especially timely in this political and economic climate. The public and the Council of Ministers of Education Canada (CMEC), which is accountable to the provinces, are demanding a more thorough accountability structure. Accountability is demanded, even though definitions of the term differ. At a 1996 meeting of the CMEC, the academic representatives stressed accountability for "the great problems of public education [-] access, open governance, and shared goals and objectives" (Bruneau, 1996, p. 16). In contrast, some provincial ministers expressed that "the system should be opened to market forces, competition, and forceful measures of bureaucratic accountability," and others at the meeting opined that "statistical tests should be imposed, and that the 'customers' of universities and colleges should rule the roost" (Bruneau, 1996, p. 16). The provincial governments and public are greatly interested in performance indicators, even though that term is also defined differently by various institutions. Research in developing good performance indicators is underway and there is motivation to develop data gathering mechanisms which will provide data that is useful for government decision making (Berkowitz, 1995). Cutt and Dobell (1988) posit that greater accountability is appropriate since "the taxpayer deserves a better explanation than currently offered of what universities accomplish with the resources made available" (p. 112). They also urge universities to actively cooperate with governments in providing relevant data since this cooperation "would likely reduce the severity and frequency of both conditions on funding and on reporting and auditing requirements" (1988, p. 124).

A 1991 commission, mandated to research Canadian universities, strongly recommended that the AUCC create an Academic Auditing Committee to help each university gather relevant statistics that would "consist of both output and input measures which will enable universities and governments to assure themselves that missions are being accomplished and priorities balanced" (Smith, 1991, p. 144). The recommendations include surveys of students, graduates and employers; statistics regarding course class sizes, proportion of courses where tutorials exist, etc., as well as pre- and post tests of writing ability for students of each university. Interestingly, faculty development is included in the group of recommendations for Quality Control and Performance Indicators. The recommendation is to record, "for each university, the percentage of the university budget used to help faculty improve their teaching or to fund curricular innovation" (Smith, 1991, p. 145).

It is inevitable that provinces will expect universities to manage financial and human resources more efficiently and effectively. However, "there is no doubt that the stresses on our universities have been compounded in turn by financial restraint compounded again by rising costs and increasing demands" (Kenny-Wallace, 1988, p. 13). With the increase in student numbers and decrease in funding, there will likely be a marked increase in the use of TAs teaching in the classroom. The increase in use of TAs is also a result of institutional management strategies such as "selective attrition," which Sibley defines as the employment of sessionals, part-timers and TAs after full time professors leave the system. Sibley admits

> Many critics would urge that this use of attrition has resulted in some appreciable decline in quality. (If great scholars no longer appear in the classroom, and their place is taken by mere apprentices, how can there not be some loss in quality?) (1993, p. 124).

If not asked for, additional funding for professional development for TAs is not likely, even though professional development is seen as a measure which facilitates effective instruction of students. This claim is supported in Smith's Commission of Inquiry recommendation that

> Every candidate for a PhD degree should be offered training in modern teaching methods and should have to demonstrate reasonable competence in the teaching function if heading for a teaching career. It should be obligatory that teaching assistants receive such training before being called on to teach university students (1991, pp. 135-136).

Student satisfaction with instruction from DTAs, ITAs and senior faculty, will be directly and indirectly measured by performance indicators and those demanding accountability.

In American post-secondary education, there is also concern for quality and standards; however, the difference is that the American government has been much more active in ensuring accountability.

> Periodic review of the performance of universities by state legislatures and/or state higher education agencies, often tied to state budgetary allocations to universities, is quite common. Accountability for public funds and the corresponding development of sophisticated models for assessing student learning outcomes is a major focus of attention in US higher education (Skolnik, 1990, p. 91).

The lesser emphasis on financial accountability in Canada may be attributed to the view that Canadian institutions have tended to collectively and cooperatively police themselves, so quality has been assumed and assured (Skolnik, 1990). Historically, "government has exercised great care not to be seen as interfering in the internal affairs of the university" (Levin & LeTourneau, 1988, p. 50). The university has been autonomous, but "its vulnerability lies on its reliance of public funds made available by government, which in Canada now provides well over 80% of university operating revenues" (Levin & LeTourneau, 1988, p. 51).

Now there is a stronger emphasis for provincial governments to be more involved in the post-secondary institution decision making. For instance, the document Charting a New Course: Strategic Plan for the Future of British Columbia's College, Institute and Agency System (British Columbia. Ministry of Education, Skills and Training, 1996), states twelve essential values which have guided the Ministry of Skills, Training and Labour[3] steering committee in determining what they want to achieve and how they want to achieve it. These essential values are: learning; quality; learner-centredness; relevance; responsiveness; equity and access; respect and trust; partnerships; public education; innovation; positive environment; and fiscal responsibility and affordability. To elaborate, the fiscal responsibility and affordability value reads "The system must be affordable to individual learners and to society as a whole, provide excellent value for the money invested, and able to demonstrate and communicate its successes" (p.

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[3] In 1996, the Ministry of Skills, Training and Labour changed its focus and changed its name to Ministry of Education, Skills and Training.

9). To operationalize this value, the province will have to take measures to ensure the institutions are accountable.

Another issue of accountability probes who is to be held accountable for the quality of instruction or the poor pronunciation of foreign instructors, for example. "The chain of accountability may formally start with the board of governors, but once it reaches the senior academic body, it breaks off. There is little more hope of enforcing accountability along the administrative chain" (Sibley, 1993, p. 122). Is there any "one unit" which is accountable to ensure that students are learning and are satisfied with instruction? It is the responsibility of the department or faculty administrative and instructional units? Are mechanisms in place so that students are able to voice their concerns about accountability for quality of instruction? Do measures taken to increase accountability or competition between universities actually ensure that the quality of education increases?

Demands for Consumer Satisfaction

Because tuition fees will inevitably increase for everyone due to Federal government cut backs to post-secondary education and the decrease of transfer of payments to provinces, undergraduate students and their parents will look at university education from a more consumer oriented position. "With average student debt now at $17,000 and job prospects growing bleak, the 'clients' are demanding a better 'product'" (Lewis, 1996, p. 4). They will expect top quality for their dollars and they may become more vocal about the instructional quality they receive from professors, DTAs and ITAs alike. In his extensive research on the American undergraduate experience, Astin (1993) noticed that high socio-economic status (SES) students who attend publicly funded institutions did not pressure the universities to strengthen the undergraduate programs as much as their counterparts in the much more expensive private universities. He questions if there is a connection between what the consumer pays and what the consumer can expect.

> Could it be that high-SES students and their parents feel much freer to make demands on those institutions where they are paying a large part of the costs? Could it be that students and parents are more willing to tolerate the low priority given to undergraduate education in exchange for the prestige that goes with a degree from one of these public institutions (p. 410)?

"Some argue that, in a more competitive market, students will become more powerful, voting with their feet if their needs are not met" (Johnston, 1995, p. 8). Universities are taking notice of student opinions and the "first year experience" is becoming a more significant research field for university administration. Byron Hender, of the UBC Student and Academic Services office admits there's a feeling that "there has come the time to more formally measure attitudes, what they [students] feel we can do to make it better" (Tudakovic, 1995, p. 3).

Undergraduate students may decide to enroll in universities which provide funding and support for quality of instruction initiatives. Perhaps, in the near future, a category in "looking for a great university" may compare the PD activities that universities provide for faculty and TAs. A trend may have already begun in eastern Canada. The University of New Brunswick has offered an innovative diploma program since September 1993. The program, which prepares graduate students to be university instructors, is voluntary and is taken concurrently with the graduate student's regular Master's or PhD program. Dr. Gair, the director of the Teaching Center has found that undergraduate students who have been exposed to the new teaching style of the graduate students, "are becoming more demanding about the quality of teaching they are receiving. Some are even asking why their professors aren't using these methods" (Gill, 1994).

Canadian research into the undergraduate experience has included several nation-wide studies. The University of Manitoba's Department of Housing and Student Life has coordinated two Student Information Surveys, which were "designed to learn more about the undergraduate experience at Canadian universities and to assist in developing an information base on student issues of common interest" (Walker, 1996, p. ii). The 1996 survey was conducted at ten universities and each university received an edition which highlighted their student's responses, in relationship to other (coded) institutions. The universities included Acadia University, UBC, Concordia, Dalhousie, University of Lethbridge, the University of Manitoba, Memorial University, Nipissing University, Simon Fraser University, and University of Toronto. The response rate of the randomly selected sample of students was 55.9% (3,357 respondents). Among the 154 survey items, the students were asked to rate the importance of sixteen issues which were considered relevant to the students. Across the ten universities, the overall highest importance ratings (81%) were given to "Keeping tuition increases at or below inflation rates". The second overall highest importance ratings (65%) were given to "Protecting present student services from cutbacks". The third overall highest importance ratings (63%) were given to "Increasing emphasis on teaching excellence" (Walker, 1996). The results of the survey item on "increasing emphasis on teaching excellence" supports the need for institutions to look at their own context carefully. A majority of students at each of the ten universities felt that it was very important to increase the emphasis placed on teaching excellence; however, "this majority view ranged from a low of 52.4% of students at one university to a high of 70.5% at another" (Walker, 1996, p. 88). (The gender differences in importance ratings was not statistically significant.) These three "very important issues" for students support my view that factors of quality of instruction, consumer orientation towards post secondary education and accountability are vital. Unfortunately, students were only asked to comment on the instruction provided by professors. For most first year students, DTAs and ITAs are also part of their learning experience. The omission of questions regarding DTAs and ITAs reflects the low profile that is accorded to these two groups.

The internationalization thrust that is being encouraged at the government, university administrative and curriculum levels, does not have the same importance for students at these ten universities (in relation to the other issues). The student issue survey item that relates to this factor is "increasing opportunities for international study and exchanges". The range of rating of "very important" given to this item at universities ranged from a low of 15.8% to a high of 27.4%. The mean importance rating for this item for females was 1.97 and the mean importance rating for males was 2.09 (Walker, 1996, p. 90). Another item related to internationalization is student satisfaction with "services for international students." Among the respondents, only 132 indicated that they had personally used these services at their university. Of those, "18.2% were very satisfied with the service; 50.8% were satisfied; 12.1% were dissatisfied; 12.9% were very dissatisfied; and 6.1% selected the "Don't know" response option" (Walker, 1996, p. 53).

Along with research, there is an apparent commitment from Canadian universities to implement a variety of approaches to improve the first year of university experience (Chapman, 1993). Types of first year support include peer support teams; target group orientation programs; study skills development; information sessions; student professional, and faculty mentoring; individualized and group tutorial support by discipline; intervention and prevention strategy workshops; and group or personal guidance and counselling. The universities of Prince Edward Island, Manitoba and Guelph offer first year experience credit courses, while many others offer non-credit full-term or semester courses (Chapman, 1993). Attention is being granted to students for their survival and academic success; however, less attention is given to the instructional providers for first year students — the DTAs, ITAs and new professors.

The student "consumers" have been a major force in shaping the American ITA programs. Most of the ITA programs were developed in response to publicly presented student dissatisfaction with the communication skills and teaching abilities of the ITAs (see Bauer & Tanner, 1994). Complaints addressed to universities and state governments received attention. Of the 48 institutions in Bauer and Tanner's Collection of Program Descriptions, 26 have state mandates and 41 operate under university mandates to provide screening/ testing and/or training for ITAs. This legislative attention to the American student voice is because the "public universities in the United States are treated as an extension of the public service, for example with respect to accountability and even legislative intervention with regard to university curriculum requirements ..." (Skolnik, 1990, p. 92). Likewise, the private American universities must show accountability to their funding sources, be they alumni, individual philanthropists or business and industry groups. As Canadian provincial governments increase their involvement in post-secondary educational and financial decision making, there is likely to be a corresponding increase in their use of student satisfaction indicators when demanding accountability.

American universities have been much more competitive for students than Canadian universities, which coordinate their programs and "in some provinces Canadian universities operate in almost cartel-like fashion in regard to such issues as allocation of graduate and professional programs, reflecting the penchant for order in Canadian higher education" (Skolnik, 1990, p. 90). Skolnik has used Lipset's Continental Divide as background in understanding differences in higher education between the U.S. and Canada. Lipset attributes Canada's lack of competition between universities to "Canada's counter-revolutionary ideology which 'eschews conflict and competition'" (cited in Skolnik, 1990, p. 90). However, with the funding trends, Canadian institutions will soon be forced to compete for operating funds from governments, business partnerships, increased numbers of international students and out-of-province students.

As governments become more active in ensuring accountability for student learning (through performance indicators as in the American system), the student's concerns about instructional quality of DTAs, ITAs and professors will require action. Canadian institutions have the opportunity to be proactive instead of reactive in meeting the upcoming demands of the "consumers."

Quality of Instruction

To introduce the importance of having ITA programs in Canada, one can consider the assertions made about TA training. In the recent Commission of Inquiry on Canadian University Education, Smith reports

> A number of graduate students have the opportunity to act as teaching assistants. As stated, this practice has become common as universities seek to provide less expensive teachers for the undergraduates. ... Organizations representing these teaching assistants complained bitterly to the Commission that they were "thrown into" the classroom without the slightest preparation for the task. They saw this as unfair to both themselves and to the students (1991, p. 59).

After reporting on a survey about TA training in Canada, Piccinin, Farquharson and Mihu argue that "much needs to be done to expand and improve the quality of TA training as well as the evaluation of their contributions" (1993, p. 116). Nyquist, et al., (1991), from their vast North American experience and reading, argue that there is an overwhelming consensus that professors need better training, and since teaching assistantships are usually the first teaching experience of professors, "then major attention must be given to the design, sequence and supervision of the TA experience as preparation for the teaching dimension of a scholar's life" (p. xi). The lack of ITA training is not surprising since "in many cases the failure of the institution to ensure that the ITAs have been trained to teach effectively is only symptomatic of the limited training process that exists for all TAs" (Fife, in Smith, Byrd, Nelson, Barrett, & Constantinides, p. xvii).

In universities, a discussion of the quality of instruction is usually linked with a discussion of research. In 1958, Stewart (the then president of the University of Alberta) alluded to a conflict which is still being discussed in the TA literature, namely, the conflict between teaching and research priorities. He believed that graduate schools should provide experience in instruction, but "the development of instructional skills should be no less highly regarded than the development of skills in research techniques" (p. 291). There still does not seem to be a high regard for instructional skills in higher education. Elrick (1990) explored why the Ontario Universities Program for Instructional Development (OUPID) which operated from 1973 to 1980 in 16 of Ontario's universities had limited impact. Factors such as the lack of a plan and financial resources only partially explained the limitations. She concluded that programs which relied on methodological and instrumental approaches were "bound to have a limited impact because they never confronted the questions and issues which are believed to impede excellence, for example, teaching's low priority, the lack of collegial review of teaching, and the subsequent lack of rewards" (p. 76). In his research on undergraduate student experience, Astin claims,

> The problem would seem to reside in institutional policies: most institutions that hire large numbers of Research-Oriented Faculty apparently give little priority to effective undergraduate teaching. ... The real problem, it seems to me, is that many academic administrators feel that the only way to protect and preserve graduate education and research is at the expense of undergraduate education (1993, pp. 414-415).

Nonetheless, in order to meet economic challenges in Canada's future, the demand for specialists and research-driven university programs will continue. The tension between scientific research and the more established priorities of liberal education and teaching will also continue. Kenny-Wallace, from the Science Council of Canada claimed, "It is not impossible to do both well. It is unforgivable to do both badly" (1988, p. 16). If instruction is to be improved, professional development programs must be enhanced and financially supported.

Professional Development

The term "training" has been used extensively in the literature about ITA and DTA issues. Boyd (1989) however, argues that the term "training" is inappropriate since training often implies prescription and imitation relating to specific job skills (such as mastering safe chemistry lab procedures). She posits that educators should look at ITA programs as "professional education" since most programs for ITAs involve broad long-range goals (not offering answers to immediate job-related problems), reflective action and an internship perspective (TAs often become the professoriate).

In Canada, the common term used for faculty activities is "instructional development" rather than "training." There seems to be different status accorded to activities for Faculty and TAs though. For example, Queen's University had an Instructional Development Centre which published a "handbook" for new faculty, and a Training Manual for Teaching Assistants (STLHE, 1994 Draft). At one time UBC's Centre for Faculty Development and Instructional Services offered workshops and seminars for faculty, along with three day "Teaching Assistant Training" Instructional Skills Workshops. The UBC Intercultural Training and Resource Centre (ITRC) has an in service "Professional Development for International TAs" program. Are these terms significant?

A survey of the theories which underlie the practice of faculty development reveal at least three approaches that influenced staff during the 1960's. McKeachie (1991) reveals that behaviourism, the sensitivity training movement and the eclectic application of principles of learning and individual differences provided ideas for faculty developers, who tended to use what seemed practical for them in their contexts. Pressures from students to have greater input into their education resulted in a recognition of student ratings of instruction. McKeachie suggests that tomorrow's theories will likely focus on "interpersonal and social-psychological aspects of learning ... discipline-specific theories of teaching and learning, ... motivation human-technology combinations" (p. 7) and the relationship between the classroom and institutional culture.

Sprague and Nyquist (1991) propose that TA program activities must differ in order to reflect the various phases of TA development: senior learner, colleague-in-training and junior colleague. They also review several personal and professional developmental frameworks, and then relate the frameworks to TA roles and development programs. In summary, they concur that TAs are becoming professionals, even if they do not join the professoriate (although many ITAs return to their teaching responsibilities abroad or become actively involved with business and industry). The TAs are in a socialization process as they work alongside professors and other TAs. Sprague and Nyquist offer many perspectives of development and I believe the following perspective of development best suits what I mean by PD in this analysis.

> Development consists of first, adding more options to one's repertoire; second, refining the decision process by which one selects from the repertoire to respond to a particular challenge; third, having the implementation strategies to put the option into use, and fourth, evaluating the success or failure of the choices made (Sprague & Nyquist, 1991, p. 299).

As ITAs look at their new role in a North American university, they first draw on their own educational background. Then, through PD activities, they learn more skills, share "practical wisdom" and then choose how to react to the various challenges. The language component of many ITA programs could be considered "training," but language is very rarely learned in isolation — many discourse strategies are culturally influenced. The "cross-cultural" component and discussions about attitudes, expectations and roles allow ITAs to reflect on the differences and similarities between educational systems. Thus, I have chosen to use the term "ITA PD" instead of "ITA training". The discussion of the differences in terminology is intriguing, and research could be conducted to see if ITAs react differently to the terms "training" or "professional development". Perhaps, the term "training" reinforces the view that the Canadians are going to "fix" the ITAs and this discourages ITAs from participating.

Call for Canadian Action

Canadian institutions need not be forced to implement ad hoc PD programs to address the lack of instructional quality in universities. "*Ad hocery* which is by definition the kind of planning which goes on where there are not systematic and agreed procedures, normally concerns itself with problems which have already appeared and presented themselves as urgent matters" (Trotter & Carrothers, 1974, p. 74). In the U.S.A., the response of state governments and universities to the discontented undergraduate student voice has been to mandate and develop specific ITA screening and training programs. By 1992, 18 states had passed legislation or implemented mandates requiring ITAs to pass language screening tests before the ITAs were allowed to teach (Smith, et al., 1992). This required universities to provide PD programs with exit criteria for those ITAs who did not pass the initial screening tests. Byrd, Constantinides and Smith (1990) believe there are over 100 specific ITA PD programs on campuses across the U.S.A. Many campuses have ITA programs and no DTA programs.

Exploring the institutional response to the so-called "ITA problem" (Bailey, 1984a) is one step in understanding ITA issues in Canada. However, few articles have been written about TAs in Canada, let alone PD programs for ITAs. For example, Piccinin, Farquharson and Mihu (1993) found that only 12 percent (or three) of the 34 institutions that responded to their TA Development Practices at Canadian Universities survey had any form of training specifically for ITAs. Establishing specific ITA PD activities is a relatively recent activity on Canadian campuses. For example, UBC began in 1988, Simon Fraser University and the University of Victoria began in 1993 and Queen's began in 1997. Research about Canadian ITA PD activities and policies is useful because personnel from other campuses expressed interest in setting up an ITA program (Penner, 1995b).

A Canadian focus is important because our context is different than the American situation even though the American experience can inform our conceptualization of the issues. As Trotter and Carrothers aptly state,

> It seems to us to be extremely important that our long term planning for Canadian universities should build on our own experience and deal with our own realities. We should feel no compulsion to conform to ideals developed to meet other circumstances in the United States and elsewhere (1974, p. 83).

The history of Canadian institutions, federal and provincial funding structures, multiculturalism, diversity issues, immigration patterns and our history and current experience with minority groups are just a few of the differences that may necessitate different responses than our American counterparts. Perhaps research will establish that ITAs are not a "problem" on Canadian campuses, that undergraduate students are not experiencing difficulty with ITAs, and that instructional quality in Canadian institutions is not affected by the TAs' language skills and educational background.

Anecdotal reports, campus lore, and my own observations suggest that undergraduates and ITAs on Canadian campuses are experiencing the same problems as their counterparts in America. The ITAs in Canada are essentially coming from the same countries and educational backgrounds as the ITAs in America. The difference begins when they arrive at their respective campuses. The screening that is done on many American campuses does not happen in Canada, as many ITAs are hired, sight unseen and irrespective of their levels of oral proficiency or instructional skills. However, research must be done before assumptions about the similarities and differences with the American student and Canadian student concerns are accepted. This paper begins to develop research questions which can be used to guide the Canadian analysis of ITA issues.

Chapter Three: Client Systems

An analysis of the client system "involves collecting information about those individuals who are eligible for the attention of the program planner — information that may have implications for later steps of planning" (Sork & Caffarella, 1989, pp. 235-236). The information discussed in this chapter includes the definition of ITAs; number of ITAs in Canada; distribution of ITAs on campuses across Canada; distinctiveness of ITAs versus DTAs; issues relating to ITA attitudes and assumptions about students; and ITA awareness of diversity issues.

Actually, the term "International" TA is too broad because many of the International TAs are from English speaking countries and are not considered part of the ITA discussion. Earlier, ITAs were referred to as Non-native English Speaking Teaching Assistants (NNESTA) or Foreign Graduate Teaching Assistant (FGTA) or even International Graduate Student Instructor (IGSI — at the University of California at Berkeley). Most institutions in America and Canada currently use the term ITA and it has become a standard in most of the literature on the topic of teaching assistants.

Definition of an ITA

Definitions of ITAs vary, but they usually refer to visa status and language. For example, one comprehensive study of ITAs in the U.S.A. defined them as "TAs who are international graduate students holding non-immigrant visas, regardless of their first language (Smith, et al., 1992, p. vii). Plakans, in her research on student attitudes towards ITAs defined them as "graduate students holding teaching assistantships whose first language is not English" (1994, p. 7).

In this study an ITA is defined as a non-native English speaking graduate student teaching assistant who has completed his/her secondary and first post-secondary education degree outside of North America.

Student visa or immigrant status is not included as a defining point because in Canada many international graduate students become citizens while they are in school. For example, a large number of graduate students from the People's Republic of China have become permanent residents (especially since the Tiananmen Incident in 1989). They are one example of a significant group of ITAs who have Canadian passports and Canadian Social Insurance Numbers (SIN).

This definition highlights educational background prior to graduate school in North America because it greatly influences how ITAs perceive learning, instructor behaviour and effectiveness, as well as roles, and relationships with students. An ITA's educational assumptions and experiences will impact his/her teaching behaviour. This definition also assumes that a graduate student who has experience as a secondary and undergraduate student in a North American institution would not experience as many differences with pedagogy, academic culture awareness and language as would the ITAs that I have defined. This assumption is consistent with one of Knowles' crucial assumptions about the characteristics of learners, that is "they accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning" (1980, p. 45).

The definition outlined thus far is problematic. Francophone TAs from Quebec are non-native English speakers, but it can be assumed that their educational experiences are similar to English-speaking Canadian TAs. They are included in the definition because English is not their primary language. Another complication is the difficulty of classifying native English speaking ITAs who come from former British Colonies such as India and many African countries where English is the lingua franca. Their variety of English may be native-like, but their teaching behaviour may be heavily influenced by their national/cultural background and educational experience. They may or may not be successful instructors in the North American classroom. Thus, they are identified as ITAs because of their educational and cultural experiences.

Another group of International TAs are native speakers of English who come from Great Britain, Australia, New Zealand and the U.S.A. Some of them consider themselves to be ITAs, and others do not. A British TA in Ross and Krider's study experienced difficulties with cultural issues, but felt they were manageable. One ITA stated "at times I was still stumped because not being American made me feel left out during discussions of unfamiliar subcultures" (1992, p. 286). One Australian TA I worked with in the UBC ITA PD program was enthusiastically involved in all the sessions. Another very interesting note, is that one

Associate Dean of Student Services in Science at OLCR U explained to me that he had only gotten student complaints about one "ITA". Ironically, it was an American TA who apparently used slang terms and had an accent the students did not understand (personal communication). It is very interesting that in this faculty, complaints about an American TA were voiced, whereas concerns about non-native English speaking ITAs have not been expressed officially.

Another useful way to group TAs would be to distinguish "successful" versus "unsuccessful" TAs and then correlate those descriptors with the language, culture and instructional skill training aspects. This would facilitate a focus away from cultural and linguistic stereotyping, since both ITAs and DTA would be among the two groups. ITAs have been successful and have received TA awards across campus (University of Ottawa) and in department contexts (UBC). This recognition is from students, faculty and supervisors, and some ITAs who have received the award have not participated in ITA PD activities. Determining "successful" and "unsuccessful" TAs would take the focus away from the prevalent view that ITA PD is meant to "fix the ITAs" (Feldberg, personal communication). This view of TAs would pave the way for very specific PD programs. Until further research is done to identify "successful" and "unsuccessful" TAs, I will use the definition I have highlighted above, with the understanding that their success in the classroom is the ultimate goal of the PD activities.

Number of ITAs in Canada

It is difficult to determine how many ITAs are employed in Canadian universities. Statistics Canada data about international students may inform us of the potential number of ITAs. Statistics Canada defines an international student as "a non-Canadian student who does not have "permanent resident" status and, as such, has had to receive permission from the Canadian government to enter Canada for purposes of study" (Canada, 1990, Statistics Canada Cat. No. 81-229, p. 20). Unfortunately, this definition includes American graduate students, who are not defined as ITAs for this study.

Getting precise numbers of ITAs, and even DTAs, on campuses has been very difficult for researchers and educators (Piccinin, Farquharson, Mihu, 1993). On some campuses the number of TAs varies from month to month because of departmental needs. When the UBC TA Union (CUPE 2278) was asked for numbers of ITAs, they simply could not supply them. It was suggested that a special equation be developed with data from the Registrar's office and payroll (based on SIN), and perhaps an approximate number of ITAs employed on the campus could be established. Since SIN numbers change as a person's citizenship status changes, getting a true number becomes even more complicated. Even though Saroyan and Amundsen conclude from their literature search of TA programming in Canada, that "nearly half of the full-time graduate students hold TA fellowships [sic]," (1995, p. 6) universities need to determine the numbers for themselves.

The numbers are important, because if there is a large number of ITAs in a given department, and learning is perceived to be impacted, then the university can be persuaded to support PD activities. Establishing the number of ITAs is also important for policy decisions in a wide variety of cases. Holdaway, Bryan and Allan (1988) lament that in relationship to education, the three governing bodies (federal, provincial and institutional) have been developing and approving policies without adequate comprehensive and relevant data to guide them. In the U.S.A.,

> ITA training is itself a sensitive issue because of growing unhappiness in the United States over the large numbers of foreign graduate students in particularly important fields of study — chemistry, physics, biology, engineering, and other scientific and technical areas (Everybody Counts, 1989 cited in Byrd, Constantinides & Smith, 1990, p. 2).

As in the U.S.A., international university students are more likely than Canadian students to study sciences. "In 1993-94, 44% [of all international students] were registered in sciences, representing 7% of overall enrollment in these programs. In contrast, about one-quarter (23%) of all Canadian students were in sciences" (Chiu, 1996, p. 45). In some departments, fifty percent of the graduate student population may be international. For example, a reliable source at the University of Toronto explained that 50% of the graduate students in Engineering were international (Confidential source).

The tables below show that the number of international graduate students, and by implication, the number of ITAs is steadily increasing. Table 1 highlights the numbers of international graduate students by province and the increases that have occurred over a 17 year period. Table 2 shows the proportion of international students at specific universities in relationship to the total enrollment. The most recent available statistics in Table 3, which show the numbers of international graduate students at specific Canadian universities, indicate the likeliest location for ITAs. The institutions which have specific ITA activities are listed in the right-hand column.

Table 1: International graduate students in Canada by province, 1975 - 1992.

PROVINCE	**1975**	**1980**	**1985**	**1990**	**1992**
Alberta	527	722	1118	1383	1238
British Columbia	679	745	1074	1807	2344
Manitoba	257	372	479	511	508
New Brunswick	106	125	180	286	318
Newfoundland	71	111	126	251	242
Nova Scotia	266	302	383	576	542
Ontario	3135	3709	3409	4857	5007
Prince Edward Island	-	-	-	9	8
Quebec	1825	2202	2612	4633	4839
Saskatchewan	119	254	304	546	563
Totals	6985	8542	9685	14859	15609

(Source: Canada (1990). Number and percentage distribution of international students in Canada by host province and level of study, 1975, 1980, 1985, 1990 and 1992. Table A4. 81-261 pp. 30-31)

Table 2: Proportion of international undergraduate and graduate students, 1990 (by percentage of international students)

University	International Enrollment	Total Students (F/P-time)	Percentage International Students
McGill U	2805	27576	10.2
Lethbridge, U of	308	3805	8.1
*Simon Fraser U	1176	16135	7.3
Winnipeg, U of	516	7241	7.1
Toronto, U of	3697	55379	6.7
Alberta, U of	1685	29000	5.8
*British Columbia, U of	1586	29251	5.4
Dalhousie U	547	10395	5.3
*Calgary, U of	1175	22533	5.2
*Manitoba, U of	1179	24690	4.8
*York U	1900	40144	4.7
*McMaster U	731	16922	4.3
Carleton U	865	20371	4.2
New Brunswick, U of	490	11548	4.2
Montreal, U of	2256	55313	4.1
Waterloo, U of	946	23591	4.0
*Queen's U	629	17519	3.6
*Ottawa, U of	890	25109	3.5
*Western Ontario, U of	979	28898	3.4
*Victoria, U of	415	14215	2.9

* indicates which campus has ITA PD activities in 1997

Source: Canada (1990). International student participation in Canadian education 1990, Statistics Canada, Table B.5, pp. 50-51.

Table 3: Number of international graduate students in universities with 200 or more international graduate students, 1992 (by total IGS population)

University	Total IGS	MA	Doctoral	Other Grad	1997 - ITA Activities
Toronto, U of	1768	618	807	343	No
British Columbia, U of	1602	747	788	67	Yes
McGill, U of	1375	571	562	242	No
Laval	943	433	458	52	No
Montreal, U of	902	378	369	155	No
Alberta, U of	846	302	447	97	No
Ottawa, U of	541	258	186	97	Yes
Manitoba, U of	499	229	197	73	Yes
Saskatchewan, U of	439	287	147	5	No
Waterloo, U of	425	202	212	11	No
Queens U	407	186	194	27	Yes
Simon Fraser U	401	250	136	15	Yes
Calgary, U of	391	208	153	30	Yes
Western Ontario, U of	369	164	154	51	Yes
Carleton U	359	217	116	26	No
Concordia U	336	187	96	53	No
Guelph, U of	334	194	137	3	No
McMaster U	320	104	171	45	Yes
Dalhousie U	304	158	110	36	No
New Brunswick, U of	268	152	114	2	No
Sherbrooke	246	158	88	-	No
Memorial U	242	139	63	40	No
York U	220	120	99	1	Yes

(Source: Canada (1990).Table B5: Number of international university students in Canada by province, institution, level of study and as a proportion of total enrolment, 1992. 81-261, pp. 52-53)

It is very important to note that the universities with the highest numbers of International graduate students have not necessarily established ITA program activities. Reasons for this will be explored further in other sections of this paper.

ITA Roles

Two American research studies highlight the wide variety of tasks required of ITAs. Myers and Plakans (1991) observed 30 international lab assistants, interviewed the lab assistants and their supervising faculty members, and transcribed tapes of discourse in labs. They found the diversity of lab assignments was based on the discipline, department, course level and physical setup. Williams, Barnes, Finger & Ruffin (1987) found at Drexel University and the University of Pennsylvania that duties varied widely by department, although first-year ITAs rarely taught, but functioned as lab leaders or markers.

Based on a cross-Canada TA survey, Piccinin, Farquharson and Mihu (1993) classified TA roles into leading discussions, classroom teaching, lab instruction, grading and other. Their data for the two broad disciplinary categories is summarized below.

Table 4: Time allocation for TAs: Instructor support

	Humanities / Social Sciences	Science / Engineering
Discussion	35%	5%
Teaching	2%	0%
Lab Instruction	2%	59%
Grading	55%	29%
Other	7%	7%

(Source: Piccinin, Farquharson & Mihu, 1993, p. 109)

Unfortunately, there is no estimate of how many ITAs are represented in their sample of the 18,500 TAs in Canada. The sample is approximately 28% of total graduate student enrollment.

The roles of ITAs that I observed in the Sciences, Applied Sciences and Health Sciences at UBC included:

- The TA is the marker for the instructor only
- The TA is the marker and tutorial/lab leader
- One TA marks the homework and another TA leads the tutorial session
- The TA is the only teacher in the lab/tutorial
- Several TAs are in the lab because several sections are using the lab
- The TA is the instructor for the course.
- The TA may lead the same lab up to 36 times because the students cycle through the different labs each week.

Along with these instructional roles, ITAs are required to effectively communicate on the phone and conduct regular office hours. These roles are also assumed by DTAs, so some question whether ITAs require different PD activities than their DTA counterparts.

ITA Distinctiveness

It is generally considered that ITAs are distinctive from DTAs in at least two areas: English language communication skills and awareness of North American culture. Even though a Test of English as a Foreign Language (TOEFL) score is required for non-English speaking graduate students, it basically tests the "passive" language skills of reading and listening. This excludes writing and speaking, which are two crucial activities for graduate students and teaching assistants. (Some institutions, such as the University of Ottawa, require graduate students to complete a writing test, the CANTEST. Most universities only have writing proficiency tests for undergraduate students.) Furthermore, Educational Testing Service (ETS) research has shown that TOEFL is not a predictor of academic achievement nor of communicative ability (ETS, 1992). ETS developed the Test of Written English (TWE) to rate composition skills and has developed the Test of Spoken English (TSE), and SPEAK (the institutional version of the TSE) to rate communicative ability. Because the TSE and/or SPEAK scores have been used extensively in the selection of ITAs in many American universities, ETS, with several key ITA educators on the research team, has significantly revised the TSE to test more communicative functions of English speakers.[4]

The other distinctive category concerns the ITA awareness of North American academic culture. Focusing on cross-cultural dynamics is a challenge in program development since the ITA cohort is usually from a wide variety of cultural backgrounds. Through observations and informal surveys, ITA program developers at The Pennsylvania State University, explored which cultural variables were fundamental to developing an "intercultural understanding" in an American classroom. They listed:

> 1. TA's attitude to his or her students in general;
> 2. TA's attitude to the students at a land-grant university such as Penn State;
> 3. TA's awareness of the rules and policy regulations with respect to the student's rights and responsibilities; and
> 4. TA's awareness of the rules and policy regulations with respect to the TA's rights and responsibilities. (Constantino, 1987, p. 294)

Constantino posits that these descriptors can be applied to any institution of higher education; however, in Canada, one can not assume that the undergraduate classroom is primarily a "homogeneous group" as they have assumed. Nonetheless, these variables do begin to uncover the possible differences between the ITAs previous learning and teaching experience and current responsibilities.

Ross and Krider report that the six ITAs in their study (from China, Japan, England and Thailand) all had wanted to be better informed about American university culture and American culture in general. One stated, "No matter how many books I read about America, there was still a lot missing that someone should have told me about before going into the classroom" (1992, p. 296). There is an assumption here that "knowledge" is going to help in the transition; however, it is not that simple. Motivation, willingness to learn, and curiosity are just three of the characteristics which will facilitate ITAs really "getting to know" the North American academic culture.

Other barriers to understanding academic culture abound. Most ITAs are in graduate courses in which the relationship between the graduate student and professor are more collegial than their role would be with their own undergraduate students. To compound the situation, the TA is often considered to be the more personal intermediary between the professor and the student. This may imply a much friendlier role than one expected of teachers in their own culture (see Penner, 1995a). One Russian ITA at UBC remarked at an orientation for ITAs that the Russian and Chinese education systems were "efficient, but cruel". Furthermore, many ITAs have no idea what the undergraduates have learned in Canadian high schools and thus the following exclamation of an ITA to a first year Chemistry student is somewhat understandable: "That is a stupid question. You should know that from high school" (Confidential source).

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[4] More information about the TSE will be given in Chapter Eight, Evaluation of Programs.

Where distinctions need not be made between the two TA groups is in regards to instructional skills and pedagogical competencies. Both ITAs and DTAs require support in this area (see Nyquist, Abbott, & Wulff,. 1989; Smith, 1991; Piccinin, Farquharson & Mihu, 1993). Feldberg's challenge to distinguish TAs as successful and unsuccessful is most appreciated when looking at this common third focus of established ITA programs.

The "ITA problem" has been researched and reported in ESL and higher education literature since the late 1970s. However, little research has been done to compare or contrast teaching effectiveness of DTAs with ITAs. The research that has been done will be discussed in Chapter Five, Justification and Focus of PD, since it will direct the discussion of what is "needed."

ITA Attitude towards Students

Ronkowski (1987) challenged the assumptions that ITAs and DTAs differed in terms of attitudes about teaching styles, expectations of students and views on the TA-student relationship. Her sample included 107 American TAs and 88 ITAs. Through a survey and interviews, she found that the differences were in degree rather than in kind. She was "surprised that [they] were unable, even in in-depth interviews, to uncover any consistent and overall differences between the classroom perceptions and experiences of the two TA groups" (p. 265). Constantino (1987), on the other hand, found through an informal survey at the beginning of four ITA training programs that the ITAs often mentioned these traits when discussing students:

> arrogant, self-centered, overly self-confident, opinionated, uninterested in being taught, showing off, rude, and disrespectful. The undergraduates at a land-grant university like Penn State were described by TAs as not bright, interested only in having a good time, stupid, interested only in grades, rich and lazy (p. 295).

Ross and Krider (1992) also found that the ITAs they interviewed assumed that students would be well informed and well read, but found that students had scant geographical knowledge and no apparent interest in world affairs and issues. They also frequently used the term "inferior" when referring to American students (p. 285). Unfortunately, the researchers did not document positive remarks made by ITAs, so it is not known if positive remarks were not made, or just not recorded.

Determining the distinction between ITA opinions about students and the actual student characteristics is a very challenging research question. The reasons for these negative comments about American students could come from a variety of factors. For example, Asian and European ITAs are likely to come from systems where higher education is reserved for the elite. They are themselves, a sort of elite, because they had the educational background and English language skills (TOEFL anyway) which gave them access to this North American educational opportunity. Some of the Asian and European ITAs may be frustrated that the education system is relatively "open" to anyone in America. Feldberg questions whether the higher, and often unreal, expectations of ITAs are congruent with the common concerns of inexperienced teachers (personal communication). The nature of students and teacher expectations is an important component of ITA PD discussions. Smith, Myers and Burkhalter have several exercises which require ITAs to explore their perceptions of the average undergraduate student (1992).

ITA Awareness of Diversity Issues

Recently attention has been drawn to acknowledging and serving the needs of "non-traditional" students. In Canada, ethnic minorities, returning adults, students with disabilities, women students in "non-traditional fields, international undergraduates, and gay and lesbian students are just a few of the special groups. ITAs probably would not be involved with developing the so-called "inclusive curriculum" that is meant to addresses the issues of the "chilly climate" and so on, but they would be instructing members of these groups. Smith, et al.,. in their comprehensive ASHE-ERIC Higher Education Report share that

> Anecdotal evidence also suggests concerns in some quarters about the possible adverse influence of ITAs on US students, especially women and minorities, wishing to enter professional, scientific, and technical fields of study. Some people, including academic administrators are concerned that ITAs, who often teach required introductory courses that serve as barriers to entry into scientific and technical fields of study have been given perhaps excessive power over which students enter graduate and professional programs in the U.S. The concerns about women and minority students grow out of the importance for the U.S. of encouraging these students to develop adequate backgrounds in mathematics and the sciences. Those who hold this point of view note that some ITAs come from cultures in which women and minority students are not encouraged or even permitted to seek scientific or technical education. They wonder if ITAs from these types of cultural backgrounds can provide the supportive and encouraging environment needed for women and minority students to enter these fields of study in the greatly increased numbers needed by U.S. society. (Smith, et al., 1992, p. 12)

At a Midwestern, urban university Jenkins and Rubin (1993) conducted research which compared ITA and American TA (ATA) expectations of minority students. The attitudes of 60 Chinese ITAs and 45 American TAs were compared after they evaluated a mathematics quiz which was putatively taken by a mainstream North American, an African-American, a Latino, a Chinese-American and a native Chinese undergraduate. All the TAs viewed pictures of the "undergraduates", read a profile and then graded the quiz. The TAs also completed a questionnaire which asked about the TA's expected course grade and GPA for the student as well as several questions which indicated the TA's beliefs and experience. The preliminary data support the view that ITAs need to be included in campus-wide efforts that promote multiculturalism.

> First, Chinese ITAs, compared to ATA, expected lower GPAs of the undergraduates, and tended to rate them as having lower academic potential. Second, ITAs in this study demonstrated less ethnic tolerance than ATAs, as measured by the Social Distance Scale (1993, p. 82).

Careful research is the most appropriate way to determine if there is a significant difference between ITAs and DTAs and their relationships with minority student groups. Equity Offices on campuses may also be a source of information about student concerns. One supervisor of science labs that I spoke with at UBC explained that she observed that many male ITAs from a particular continent were fine with English, but they were "quite sexist" in their behaviour with the female undergraduates (Confidential source).

In order to address this culturally bound issue, I had a guest speaker from the Sexual Harassment Policy Office come into the UBC ITA PD sessions I facilitated. Invariably most of the male ITAs were confounded by the definitions and examples that were presented. Some of the females were equally astonished by the examples since some of them had been "victims" and had not interpreted the experience as harassment. Again, this is anecdotal and more documentation and interview research is necessary in order to understand the dynamics and address the concerns with everyone on the campus.

Conclusion

These characteristics of ITAs help us understand that ITAs are a distinctive group which is providing instruction on Canadian campuses. Much more research is needed to determine the exact nature of the "ITA problem" in Canada. We know that the ITAs who come to Canada come from the same educational backgrounds as the ITAs who attend American universities. However, there is no significant protest from students that there is an "ITA problem" in Canada. Are the Canadian and American contexts so different? The following chapter examines the institutional context where ITAs are teaching. Although a thorough analysis of the differences between the Canadian and American post-secondary institutions is not possible here, a few salient points will be highlighted.

Chapter Four: Planning Context

The university, or "ivory tower" can be seen as a universe all its own — with hospitals, cafeterias, residences and sports facilities to meet students' basic physical needs; pubs and theatres for social needs; and courses and libraries to provide intellectual stimulation. The "context" explored in this chapter refers to program planning for PD to meet students' learning expectations.

The planning context is analyzed in order to provide information for decision making. "The institutional culture may be the most critical factor in determining the nature and location of a training program because it permeates every facet of the institution: resources, goals, structure, etc." (Loeher, 1987, p. 106). Thus, program planners must take time to understand their university's culture to determine where the ITA PD program could best be situated. Smith, Byrd, Constantinides & Barrett (1991) exhort ITA professionals not to reinvent the wheel, but to use the methods already developed for institutional analysis. The items that they suggest could be used to determine the "culture" of the university are: an official organizational chart, catalogues, mission statements, university self-study documents, brochures, slogans and colours, course evaluation forms, campus maps, student, faculty and staff newspapers, rituals, demographic information, and heroes. Many of these documents are important in preparing a needs assessment strategy also, since they are a reflection of university policy. Preparing a generalizable culture audit or environmental scan of Canadian research universities is clearly impossible in this study, but these general contextual factors will be highlighted: the history and current practices of DTA and ITA PD, the units that provide PD activities, and some of the university context values that ITA PD activities challenge.

Context: Initiatives for TAs in Canada

When institutions are planning their own ITA program, they must look at their own history and traditions of TA PD. In this paper, I will briefly highlight some significant historical information about TA development in Canada. My perception is that TA programs are unimportant in Canada, relative to other PD programming.

In the late 1950s, there was a call not so much for TA PD as much as a call for implementing TA systems and strengthening graduate programs in Canada. At a conference in Ottawa, the "Crisis in Higher Education" was described by MacKenzie (then president of UBC) as a combination of a projected increase in student enrollments, inadequate and obsolete facilities and most importantly, the lack of experienced, well-educated staff (1958a). Stewart (then president of the University of Alberta) claimed that the solution to staffing shortages was found in the graduate schools.

> The development of graduate programmes will increase the pressure on scarce instructional resources. The [teaching fellow], appropriately used, for instance, in laboratory instruction, can make a significant contribution to the total staff problem. ... The answer to the problem, and to the larger problem of staffing our universities, seems to lie in increasing the number of graduate [teaching fellows] (1958, p. 292).

The discussions at this conference resulted in resolutions and policies which were presented to the federal government, but most of the policies related to financial matters and none were related to TAs or faculty development.

Context: Current TA PD Activities in Canada

There are three cross-Canada surveys about TA PD documented in the higher education literature. Marx, Ellis and Martin (1979) surveyed 65 Canadian post-secondary institutions. Donald (1986) administered two surveys in 1976 and 1986 in order to understand the changes in teaching and learning centres across Canada. She merely notes that in 1976 only one of 22 universities that responded had a program to aid graduate TAs. In 1986, ten out of the 44 universities that responded had a program which prepared TAs to teach. Piccinin, Farquharson and Mihu (1993) sent their survey to 45 universities which were most likely to use graduate TAs. Their data was compiled in 1990 and published in 1993. Table 5, Surveys of TA training in Canadian institutions summary, reveals that little is done to support DTAs and ITAs. There has been a relative increase in the number of training activities, which is encouraging. However, the lack of activities for ITAs and the low number of institutions which evaluate TAs is disappointing.

Table 5: Surveys of TA training in Canadian institutions summary

	1979		1990	
Response rate	40/65	(62%)	34/45	(76%)
Do not use TAs	2/40	(5%)	8/34	(24%)
No training program	25/40	(62.5%)	8/34	(24%)
Program/ in progress	13/40	(32.5%)	25/34	(76%)
Mandatory program	n/a		9/34	(28%)
ITA program	n/a		4/34	(12%)
Unionized TAs	n/a		7/34	(27%)
Evaluation of TAs	n/a		5/34	(21%)

*n/a = not reported.
(adapted sources: Marx, Ellis & Martin, 1979; Piccinin, Farquharson & Mihu, 1993)

Both of these surveys which focused on TA PD found the formats of the PD activities varied widely. Marx, Ellis and Martin (1979) listed the PD activities of the 13 institutions, and found seminars and workshops for faculty and TAs to be most common. Piccinin, Mihu and Farquharson (1993) conclude that the "TA Day" is the most popular type of PD program. Unfortunately, it is not possible to track the development of campus programs since Piccinin, Farquharson and Mihu do not identify the institutions which responded.

Both the Piccinin and Marx survey teams express concern about the low numbers of training programs for TAs. Piccinin, Farquharson and Mihu suggest that "the professoriate of tomorrow is socialized into the role of teaching in higher education" (1993, p. 115) and they should be provided first-rate training, support and supervision. Marx, Ellis and Martin wonder "why we settle for this at the university level while we would never accept it for lower levels of schooling" (1979, p. 62). Their comments echo Stewart's concern that "the universities should deliberately recruit graduate students as prospective university staff, and graduate programmes should be devised to this end. Such programmes would provide opportunities to develop instructional skills through guided experience" (1958, p. 293, emphasis added).

A thorough description of the conceptualization and implementation of a TA training program at McGill is provided by Saroyan and Amundsen (1995). The systematic approach that was taken at McGill included a literature review of TA training; a needs assessment questionnaire (pilot tested with various administrative levels, and then given to 58 department chairs); and subsequent planning, implementation and evaluation of the program components. Some findings from this informative analysis will be introduced later on in the paper. Unfortunately, the existence and needs of ITAs are not mentioned in the McGill description.

An important document which describes PD activities in Canada is the Directory of Canadian Instructional Development Offices and Activities, which is complied by the Society for Teaching and Learning in Higher Education (STLHE, 1994 Draft). However, not all the universities submitted descriptions of their "Activities in Faculty and TA Development". The categories of activities are those aimed at TAs Only, New Faculty, All Faculty, and Other. The titles, descriptions of activity, frequency, duration and resources available are listed for each activity. Another category supplies information on Current Teaching and Learning Issues. In the 1994 Directory, of the nineteen institutions which submitted descriptions, sixteen reported they had activities for TAs Only. York University was the only institution that mentioned ITAs, who they referred to as Non-Native English Speaking TAs (NNEST). The STLHE document is comprehensive, but it does not include reports from all Canadian institutions. This is a limitation in most higher education descriptions. My own ITA PD research paper is an invaluable record since all Canadian ITA PD activities are documented.

It is evident that ITAs as a distinct group have not been explored in the Canadian context. A SFU Teaching Assistant Training Programme evaluation indicates that 10% to 15% of the students "had difficulty speaking English" (Marx, Martin, Ellis & Hassell, 1978, p. 2), but this subgroup is not examined in the report in any way. International student issues were barely mentioned, and ITAs as a subgroup were not even identified in the Commission of Inquiry on Canadian University Education (Smith, 1991). Apparently, an important implication of internationalization, which is increasing international student numbers and therefore ITAs, has not been taken seriously. Nonetheless, there are ITAs who are teaching undergraduates and if there is an "ITA problem" then action is the responsibility of the institution.

Context: Current ITA PD Activities in Canada

My own informal electronic mail research has shown that some special attention to ITA PD exists today. In Spring 1995 personnel in all the Canadian Instructional Development offices were contacted and encouraged to refer my request to the individuals directly involved with ITAs on their campus. The purpose of compiling the information was to establish a network for ITA program developers and those interested in starting work on their campus. The International Teaching Assistants Canadian Activities Network (ITAs CAN) Directory (Penner, 1995b) was subsequently sent to everyone who requested to be involved. The table, Current ITA PD Activities in Canada (Appendix A), represents the data I have compiled so far about ITA PD activities in Canada. It is important to remember that ITAs are welcome to participate in general TA and Faculty Development programming, so other opportunities do exist for their PD.

The information in the table reveals that a broad array of ITA PD activities are reported. Ten institutions have programs and of those, three have more than one kind of ITA PD opportunity. The balance of programming from instructional development offices and ESL divisions is different than the American programs which are mainly in the ESL divisions. Two programs provide support for pronunciation specifically (Universities of Calgary and Manitoba) whereas the others deal more with teaching and learning. This broader focus on teaching and learning is distinctive from the American programs since most of the American programs were initially mandated to "fix the ITAs English."

Because of the difficulty of obtaining information, there are some important limitations of the chart in Appendix A. More research and information is needed to clarify where the funding comes from, if the activity is mandatory, how the ITAs are recruited, how the programs were initiated and why the other institutions do not have programs. For example, I spoke with an individual from the University of Alberta's English Language Program. She explained that they wanted to do something specific for ITAs, but for now, they could only serve them through the ESL classes. Understanding the barriers to implementing programs would be very informative. It would also be helpful to document which materials are used by the ITA PD educators. Notwithstanding, ITAsCAN is just in its initial stages, and this paper is my second contribution to the activities of the group of ITA PD educators (Appendix B is a contact list of the people who provided this information in Appendix A).

The placement of the ITA PD activities in the instructional development offices is very opportune. On a national level, the instructional development offices cooperate through STLHE and some American PD groups, such as the Professional and Organizational Development Network in Higher Education (POD Network). Canadian institutions have the opportunity to develop teaching and learning programs which have a cross-cultural component, which would address the needs of DTAs and ITAs who are teaching on Canadian multicultural campuses. As ITA PD activities are established on more campuses across Canada, the involvement of the ESL staff is still important in order to address specific language concerns.

Context: Units that Provide PD

Since ITA programs are ideally a collaborative effort between different administrative entities, the articulation of a definition of the university's culture may be difficult; notwithstanding, the administrative and logistical challenges which are inherent in such a "collaborative" effort. The diversity of administration and staff involved in ITA work is shown in Bauer and Tanner's (1994) recent collection of 48 American program descriptions. The following units were involved: university's intensive English program or ESL program (23 institutions); offices of instructional development (eight institutions); the Graduate School (four institutions); and ESL programs in conjunction with another unit of the university such as offices of instructional development (seven institutions), individual departments, and the Graduate School. The proportion of units is very similar to Turitz's 1984 survey of 14 American ITA programs. The ones responsible for ITA work were: ESL programs alone (seven institutions), offices of instructional development (two institutions) and ESL in conjunction with other units (five institutions).

There is a wider range of units which provide ITA service in Canada. For the 13 ITA PD activities in ten universities in Canada, the units involved are: ESL programs alone (four); offices of instructional development only (four); offices of instructional development in conjunction with other units of the university such as international center, graduate studies (two); instructional development office arranging service through a private contract (one); continuing studies in conjunction with a department (one); and an intercultural resource and training office (one).

The units which provide ITA PD services are critical when exploring the options of having campus-wide or department specific ITA PD programs. The placement of the program in particular units also impacts the debate about staffing programs with content specialists and/or language specialists. These topics will be examined in Chapter Seven, Instructional Plan.

Context: Cross-cultural Classroom

When ITAs and Canadian undergraduates communicate in class, it can be considered an "intercultural classroom", which vom Saal simply defines as a class with an ITA and American undergraduates.

> Undergraduates in classrooms with international TAs can be compared to beginning language learners who are trying to make sense out of a new language environment. It is likely that they go through some of the same stages as second language learners. They have great need for context in order to look for redundancy that clarifies the message. Language learners also need feedback as to whether or not they have understood what they have heard. (vom Saal, 1987, p. 272)

As with ITAs, their students also are not a homogenous group. At most Canadian universities, the undergraduate population can be classified into four groups: Caucasian Canadian (who have completed all their education in Canada); (visible) minority Canadian (who have completed all their education in Canada); international (who have completed all previous education abroad); and the small, but increasing number of permanent resident/ESL undergraduates (who have completed High School in Canada, and thus have easier access into the post-secondary system). These last two groups are of concern to university professors and TAs since many of these students may still have English language needs. A fairly recent policy change at UBC was implemented to ensure permanent resident students had English language skills. Undergraduate student applicants must be able to demonstrate English language competence by one of six criteria. The five-year minimum in the first requirement is meant to stem the flow of permanent resident ESL undergraduate students. The first and second measures are quoted below:

> Five years of full-time education in education in English in Canada or the equivalent in another country where English is the principal language. Such education must include BC Grade 12 or equivalent and can be in combination of secondary and post-secondary education.
> A score of 570 minimum on the Test of English as a Foreign Language. ... A score of at least 90 on the Michigan English Assessment Battery (MELAB). ... (UBC Calendar, 1996/97, p. 51).

The university assumes that five years of education in English instruction is enough. This classification of students is relevant to the discussion of ITA instruction because of possible communication problems, but also because of the influence that attitudes and prior learning experiences may have on undergraduate students.

Little research has been done to compare the student groups on Canadian campuses. DeBellefeuille and Abrami (1986) compared Canadian and minority students in terms of: a) the perceived importance of a university education and the perceived likelihood of academic success; b) the estimated likelihood of success at both competitive and noncompetitive tasks; c) the causal attributions for task outcomes and affective reactions to these outcomes and d) one projective and four objective fear-of-success measures. They found few differences between the groups, but found minority students expressed some negative reactions to noncompetitive tasks. Thus, they challenge the general belief held by professors, that minority and Caucasian students have different academic beliefs. The study is significantly flawed because the biographical data for the minority subject's did not include facility with English, length of stay in Canada, "etc." (p. 62) — crucial elements when defining "minority students". Another study by Angelopoulos and Catano (1993) compared International and Canadian student volunteers from introductory psychology classes in order to determine student preferences for different help-givers when confronted with academic, personal, social and economic problems. For each problem, they found that international students were less likely than Canadian students to seek help. Unfortunately, their international group represented 16 countries, but 26 of the 46 were from the West Indies. Their findings are hardly generalizable to other campuses with a much different composition of international student origins.

Nonetheless, I have included these research reports to indicate that research on the four main student classifications is necessary for understanding the dynamics in cross-cultural classrooms. I assume that the Canadian, minority, international and permanent resident/ESL students will have different reactions to their learning experiences in Canadian university classrooms with professors, DTAs and ITAs. For example, students may react differently if a Math ITA from the People's Republic of China has excellent English communication skills, but lacks effective instructional skills. The ITA may "talk to the blackboard," and "do the questions alone", rather than including students interactively. I suggest that students who have learned Math in high school in interactive learning experiences will be frustrated about the lessons and may complain about the ITA's teaching. On the other hand, an international student from the PRC may find no difference with his/her previous learning experiences and have nothing to complain about. Of course, these assumptions must be tested, since the student reactions may not be based on ethnic background and/or previous learning experiences. These questions remain unanswered in higher education research and are important to understanding the teaching and learning process.

While reviewing the American literature about student relationships with ITAs, it was difficult to make generalizations to Canadian students since the composition of the classes may be different (especially in the urban centres). Undergraduate student characteristics may vary more between campuses than between countries though. For example, the ethnic composition of undergraduates in British Columbia may be more similar to California than to the ethnic composition of the undergraduates in New Brunswick and New Jersey. Furthermore, the student attitude research findings in the U.S. are not easily generalizable to the Canadian students. For example, the "ethnic/racial" question in Plakans' (1994) student attitude towards ITA survey asked 1,713 Iowa State University undergraduate students to identify themselves as (A) American Indian or Alaskan Native, (B) African American, (C) Asian American or Pacific Islander, (D) Hispanic or Spanish surname or (E) White/Other (including European American). At a campus as diverse as

UBC, categories would need to be developed for Chinese, Indian, Middle Eastern, East European as well as hyphenated, ethnic-Canadian groups.

Universities in Canada have increased their efforts to attract larger numbers of international undergraduate and graduate students. The benefits that international students bring to a university include

> A more diverse student body; an exposure of Canadian students to cultural differences; highly qualified graduate students who contribute to the research capacity of the institution; cultural enrichment of the community; a greater sense of the world of learning; and a window on the emerging global economy and its inherent challenge to Canadian students and institutions of higher education (Tillett & Lesser, 1992, p. 9).

The following paragraph in the Syracuse University ITA Policies and Services booklet is taken from an introductory letter from the Graduate School TA Program Director. It explicitly states this benefit relationship for undergraduates.

> The opportunity for our undergraduate students to have international teaching assistants as tutors, course and laboratory instructors, and recitation and review session leaders is a great strength of undergraduate education at Syracuse University. Increasingly, the University must search for new methods to prepare our undergraduates to "think internationally," and assuredly one of the best ways is to provide opportunities for our students to study and interact with faculty and teaching assistants from other cultures (Lambert, 1993, p. 1).

The priority for Canadians to be actively involved in the global economy, and the chances that these students will work with someone from another culture or someone with a foreign accent are great. This is why vom Saal claims, "if undergraduates can be convinced that it is possible to improve their ability to communicate by changing their own behaviour in their classes with ITAs, they will be learning a lesson for life, a resource for the future" (1987, p. 273).

The potential certainly exists for a dynamic cross-cultural learning situation. Nevertheless, many American students have expressed frustration, anxiety, and helplessness in their interactions with the ITAs (vom Saal, 1987). Instead of focusing on "fixing the ITAs," vom Saal challenges institutions to have students participate in taking responsibility for making improvements in the classroom experience. She highlights some communication strategies, such as changing the form of the message if the first attempt does not succeed, asking for a concrete example, and paraphrasing what the ITA has said. In a case study of a successful ITA, Smith found that students did take shared responsibility for the communication. Li's students "did not seem to mind Li's efforts to clarify pronunciation or use of a word. Li's strategy to use his students as language support created a definite feeling of shared responsibility for communication in the class" (1993, p. 157).

Having an ITA teach a course increases global understanding, and may also result in an increase of student learning. Nelson (1991; 1992) used two, ten minute videotapes of a Chinese male ITA lecturing on the topic of intercultural communication. In one, the ITA used personal examples, and in the other, the same ITA used hypothetical examples. Her research question was, "If ITAs use personal examples from their culture to illustrate points in their lectures, will students experience less uncertainty, have a more positive attitude and recall more than if the ITA uses hypothetical examples" (1991, p. 429)? She measured the recall of the 160 students by having them write down everything they remembered about the respective lectures. Their responses were scored by two trained coders who used a scoring protocol based on number of unit ideas in the body of the lecture and in the examples. She found that "the total number of ideas recalled by the experimental classes [personal examples] averaged 8.75 items while the total recall for the control classes averaged 6.03" (1991, p. 431). The final results suggest that students recalled (and thus learned) more when the ITA used personal examples. The results are not easily generalizable to all academic contexts, but they support the view that ITAs are a valuable resource in the cross-cultural classroom.

Some programmers on American campuses have developed initiatives which directly focus on improving the relationships between ITAs and undergraduate students. At Michigan State University, The Internationalizing Student Life (ISL) Department has created an "Oh No! to O.K." program (Rao, 1993). In undergraduate student residence halls, a video with two role plays is shown and a discussion is facilitated by Resident Assistants, Minority Aids and an ITA. The first role play has students enacting the Oh No! Syndrome — the sequence of events and statements that undergraduates often make when first seeing an ITA leading their first class. The second role play depicts the benefits of meeting the ITA during office hours. The facilitators also allow students to express their views and while "validating the feelings of undergraduates toward foreign TAs, it makes undergraduates empathize with the concerns of their foreign TAs" (p. 4). The "to O.K." part of the program allows the students to realize that they are not required to suddenly accept ITAs and adopt an "Oh Yes!" reaction to ITAs. According to Rao, it is O.K. for students to be uncomfortable with ITAs, but the program is designed to challenge students to consider what they can do to change their attitudes.

A guide for the students at the University of Washington has been published by the Centre for Instructional Development and Research (CIDR) and funded by the Graduate School. The brochure is entitled "Students and Teaching Assistants Working Together: Strategies for Effective Classroom communication" (CIDR, 1993). The question and answer format makes the material easy to read and the brochure contains an incredible amount of information. The questions have been printed here to provide suggestions for others interested in developing a similar medium.

1. What is the role of teaching assistants at the University of Washington?
2. What is the role of international teaching assistants?
3. How are teaching assistants prepared for their teaching responsibilities?
4. What are strategies for effective classroom communication?
5. How can I resolve classroom-related difficulties?
6. How can I make suggestions with respect to the instructional preparation of all TAs on this campus? (CIDR, 1993)

The classroom communication strategies (question four) are based on undergraduate student and TA interviews conducted by an ITA program developer. Partial answers to question four, are listed below. They constitute the shared knowledge of the field of how ITAs and undergraduates can work together more effectively. (In the original pamphlet, each sub-point has more information).

4. What are the strategies for effective classroom communication?

Getting to know your TA and the subject area:
    Think of your TA as a resource
    Ask your TA to share something about his/her academic background
    Utilize your TA's knowledge of the subject area

Asking your TA questions about the course content:
    Be specific in your questions
    Restate what you heard your TA say; rephrase what you thought it meant

When the TA seems to have difficulty understanding your question or comment:
	Rephrase your question or comment rather than simply repeating it

Visiting your TA during office hours:
	Office hours are an extension of the classroom
	Ask your TA for another appointment time if you have a schedule conflict
	Make a list of the ideas/concepts that you would like to discuss
	Inform your TA about the purpose of your office hour visit
Show your TA how you have tried to solve a problem ... so that she/he can follow your thoughts and identify where you had difficulties
	Ask your TA questions while she/he is giving explanations (Adapted from CIDR, 1993)

Still another dynamic in the cross-cultural classroom, is having an ITA teach a course with international undergraduates. For example, a Brazilian ITA I observed in a Computer Science lab was having difficulty communicating with an undergraduate student from Hong Kong. The ITA's English speaking skills were fine; however, the student's listening skills were poor. The ITA tried to compensate for the student's level by speaking slowly, but the student still indicated she could not understand. To explore this dynamic, researchers could focus on factors such as student attitude towards learning and ITAs, language skills and ethnocentric values towards other cultures.

A structure that is in place on some campuses in Canada is the "University 101" type courses, which enhance the first-year university experience (see Chapman, 1993). It would be effective to include cross-cultural topics and intercultural communication skills in the content of these courses, or similarly in the workshops and seminars that student service offices provide. ITAs could be brought into the sessions to present their teaching and learning perspectives, so the undergraduates have an introduction to global perspectives of education. Chapman recommends that each Canadian university should "develop a systematic approach to the first year that is consistent with the aims and objectives of the university" (1993, p. 20). ITAs are important in relationship to the aims of internationalization, and the teaching and learning of first year students, so it is crucial that these aims and personnel are brought together in some way.

The intercultural classroom has benefits and challenges for all the those involved. Improving intercultural communication skills is beneficial for ITAs and undergraduates. The units that deliver the ITA

PD activities also benefit from the experience, since they are contributing to the goals of quality of instruction and internationalization. The following values within the university community are specific barriers to getting ITA PD programs established.

Value of unit distinctiveness

It appears that a lack of communication between various service units is the norm in post-secondary institutions. One structural problem is that the units that serve ITAs likely report to entirely different segments of the campus (Kaplan, 1989). For example, the ESL units are usually based in the continuing education or extension divisions. They may not have much "power" or relationship with academic departments or faculty development offices. For example, at the University of Ottawa, there is only casual exchange of information about ITA training between the Second Language Institute (SLI) and the Centre for University Teaching (CUT) and there is no integration of services or resources (Feldberg, personal communication). In addition, ESL units are rarely funded through regular university channels since continuing education programs are often run on a cost-recovered basis. The instructional development offices on the other hand usually have a higher profile on campus and strong relationships with individual academic departments. This enhances the promotional opportunities for the ITA PD activities.

It is vital that strong communication links be established among the different units that provide instructional support for DTAs and ITAs. A disappointing example of this not happening is evident from these two reports from the University of Victoria. In 1995 I contacted their Learning and Teaching Center and a person from the office explained that

> We have tried to offer 'things' for ITAs in the past (concerning teaching in the classroom) but the response was not overwhelming. We do offer several things for TAs in general ....We found that the ITAs came to those events rather than coming to something specifically for them. Over the years there simply has not been much interest from our ITAs in learning/teaching related topics (personal communication, May 1995).

This individual could not direct me to any other person on campus who knew about ITA PD. However, apparently unknown to the Learning and Teaching Center, a coordinator from the English Language Centre had come to observe one UBC ITA PD session in the fall of 1992. They have had considerable participation from ITAs for the courses they have offered. In 1995 she related to me that

> We have redesigned the ITA program, making it a fee paying program. We are offering a course for ITAs which includes teaching and presentation skills, a Thesis Preparation Course... .and a course called English for the Sciences, which is specially designed for students in the hard sciences .... We are also testing all international graduate students to evaluate their oral communication skills ... (M. Cox, personal communication, Sept 3, 1995)

These are responses from different units in the same university to the same question! Communication and cooperation must be established between units that provide support for instructional services on campus.

The service units may know of the activities of other units, but may not give acknowledgment. One example of this is the Simon Fraser University activity descriptions submitted by the Center for University Teaching in the STLHE 1994 (Draft) Directory. They did not mention that a thirteen week ITA seminar course was provided through Continuing Studies and the School of Engineering Science. It was not a "Center for University Teaching" activity; however, it was a service for a group that provides instruction in the university. Other campuses reported credit courses that were offered in the Faculty of Education and so on, so it was appropriate for SFU to describe activities from the university at large. (These two examples also show a significant barrier to institutional research — ones' results depend on who is asked).

Exploring the barriers to inter-unit communication and collaboration is a useful research project, since understanding the barriers will hopefully result in changes that will ultimately enhance the PD services for DTAs and ITAs. The opportunities for sharing resources, forming mentorships, sharing PD dollars and conference funds are just a few activities that could be established. An advantage to having so many diverse units involved in the planning of ITA programs is that it "ensures the value and relevance of preparing international TAs for their immediate and future teaching roles, may they be in this country or abroad" (Bauer & Tanner, 1994, p. 124).

This lack of collaboration is also part of the American ITA PD educator experience. In the U.S.A., the ITA educators meet yearly at the Teaching of English to Speakers of Other Languages (TESOL) conferences. They have developed a strong and active ITA Interest Section (IS) and have established a widely respected research base. Thus, the second edition of The International Teaching Assistant: An Annotated Critical Bibliography (Briggs, Clark, Madden, Beal, Hyon, Aldrridge, & Swales, 1997), which was compiled by some key ITA educators, has nearly 250 entries. The majority of the active TESOL ITA IS members also participate in the bi-annual National TA conferences which are co-sponsored by the American Association of Higher Education, Council of Graduate Schools, Pew Charitable Trusts, various Learned Societies and instructional development groups. I attended The Fourth National Annual Conference on the Training and Employment of Graduate Teaching Assistants in 1993 (Oakbrook, Illinois). The ITA cohort had presentations throughout most of the conference schedule and therefore, there was little interaction between the professionals meeting the needs of the DTAs and the ITAs. In all of these National TA conference proceedings, the ITA papers have been placed in their own section, at the end of the publication (Chism & Warner, 1987, Nyquist, Abbott, Wulff & Sprague, 1991; and Lewis, 1993).

The ITA group is aware that there is not enough coordination between the two very established PD servers, so the theme of the 1995 TESOL Pre-conference Institute was "Sharing our Futures: ITA programs in Higher Education". The emphasis was clearly on how to establish collaborative programming and research efforts. The history and current practices of the units which serve DTAs and ITAs are part of the culture of the university. The university's view of change and the perspective of ITAs are two aspects of "culture" which are also value laden.

Value of Institutional Inertia

Actually getting a university to support and implement an ITA PD program requires a discussion on implementing change. Instituting ITA PD programs are an example of Cuban's category of second order "change."

> *First-order changes* are those that improve the efficiency and effectiveness of what is currently done, 'without disturbing the basic organizational features, without substantially altering the way that children and adults perform their roles' (p. 342). *Second- order changes* seek to alter the fundamental ways in which organizations are put together, including new goals, structures, and roles (e.g., collaborative work cultures) (cited in Fullan, 1991, p. 29).

To elaborate, first-order changes may involve giving ITAs teaching responsibilities after their second term in Canada, or having ITAs work with a DTA buddy for the first term. Second-order changes would include offering specialized ITA programs; rerouting resources (time and money) from other established PD projects; providing collaborative PD activities between the faculty development office and ESL support providers; establishing language screening for ITAs; or even making "teaching a priority" on campus.

Cuban claims that second-order reforms rarely succeed. There is a practice of ITA PD in the U.S.A., so making these changes in Canada should not be difficult. However, many of the American programs were mandated by their state governments. Canadian institutions have the opportunity to be proactive in this area; however:

> Fostering fundamental changes in educational programs and practices is a monumental project that requires high visibility at the top, commitment of energy and resources, a long lead time, and instructional and support staff that are convinced of the value of changes and of their own abilities to implement them (Pazandak, 1989, p. 5).

"Convinced of the value of changes" is a key statement and the Justification and Focus of PD in Chapter Five will elaborate on this aspect.

There is insufficient space to enumerate the reasons for institutional inertia here, although they must be determined and considered when exploring the culture of a specific university. A brief summary of the reasons for institutional inertia are proposed by Hefferlin.

> Most organizations are inherently passive, they attract members who agree with their activities, and they tend toward ritualism. He adds that academic institutions have additional barriers to innovation. They are horizontally and vertically fragmented, their reputation is not based on innovation, and they are staffed with independent professionals who are often skeptical about the notion of efficiency in academic life. (Hefferlin, 1969, cited in Willingham, 1989, 31-32)

Small (1994) conducted a survey of academic vice-presidents and deans of Canadian universities in 1991 in order to understand the current state of the art of reform (defined as significant change) in Canadian universities. Responses were received from at least 36 universities and from all the provinces except Prince Edward Island. He found that all universities reported changes, but the changes tended to be "modest rather than bold in nature and reactive rather than pro-active" (p. 1). Not surprisingly, shifts in levels of funding were seen as the major environmental influence which determined change.

In regards to implementing change, "attempts to develop teaching must agree with and extend academic values if they are to make widespread changes in university teaching" (Elrick, 1990, p. 76). This brings us back to the discussion of Instructional Quality (Chapter Two) and the tension between priorities of research and instruction and the university's perspective of the ITAs.

Value of ITAs

The university commitment and financial investment in ITA programming is a reflection of its perspective of the importance of teaching and its view of ITAs. Are ITAs seen as primarily foreign graduate students (sojourners), researchers, or the future Canadian professoriate?

If the predominant perspective is that these foreign graduate students will go home after their studies, then the needs of these "foreign" students, will not get much attention. At the Fourth National Conference on the Training and Employment of Graduate Teaching Assistants in 1993, I spoke with a high level administrator of a major Canadian research university. I was amazed that he had no interest in ITA issues and I was shocked with his questions about my ITA PD program activities at UBC. He seriously inquired, "Why is UBC bothering with them anyway? They are just here awhile and then they are going back home. Why is UBC investing all this money in foreign students?" (Confidential source). I explained that the instruction they were providing to the undergraduate population merited UBC's financial investment. Perhaps it is simplistic, but if his powerful negative perception prevailed throughout the administration and academic departments, then the absence of ITA PD at his institution is not surprising. This administrator perceived the ITAs as mere "students," not providers of instruction for undergraduates. This focus on teaching needs to be stressed in DTA and ITA PD activities, since quality of instruction is one aspect the university will be held accountable for.

"If research is the dominant value, a teaching assistant position is usually considered a consolation prize for those who failed to receive research assistantships" (Loeher, 1987, p. 106). Sullivan refers to the selection of top students for research funding rather than teaching assistantships as the "skimming effect." Ironically, "even after four or more years of graduate study, these students may be graduated without teaching experience, even though they will become the very graduates most sought after as faculty members" (Sullivan, 1991, p. 17). This priority of research interests over teaching is also not uncommon with the ITA cohort. I have heard many ITAs begrudge their position, since they would rather be doing research to earn their money, since teaching was considered a much harder, and less interesting task. For example, during the first class of each ITA PD session I facilitated, the ITAs brainstormed about the role of TAs on campus. Invariably one group would write, "UBC needs TAs so professors can do the important work." Jaros, the Dean of the Graduate School at Colorado State University, concurs that "the teaching assistant system is one of the best devices ever created for the facilitation of faculty research" (1987, p. 371).

Even though ITAs may not have research assistantships, they are still conducting their own research and supporting faculty research. Departments may not be concerned with the communication/language skills of their international graduate students if their research productivity is fine. However, when these students are required to teach undergraduates, communication skills become an issue. "It seems likely that only if the research faculty value improved communication will ITA training receive more stable and adequate funding" (Byrd, Constantinides & Smith, 1990, p. 16).

Conclusion

The university is an incredibly complex planning context. The few aspects I have highlighted reinforce the challenge for units to collaborate in order to provide effective PD services for ITAs. The values of unit distinctiveness, institutional inertia and varied perceptions of ITAs serve as barriers to establishing dynamic PD activities.

Historically, Canadian TA PD has been relatively insignificant, especially when compared to the PD activities in the U.S.A. However, as my informal ITA PD research has shown, the number and kinds of initiatives for ITA PD activities are encouraging. These ITA PD activities have been established without organized student protests, mandates, nor provincial legislation. Nonetheless, with the current renewed emphasis on accountability and quality of instruction from the government and students (consumers of post-secondary education), these protests and legislation may be forthcoming. Even the presence of these ITA PD activities indicates that a "need' exists. The nature of the "needs" will be discussed in the next chapter.

Chapter Five: Justification and Focus of Professional Development

"The objective of this stage of planning is to gather information necessary to justify the time, energy and money involved in planning the program and to focus the planning on matters of primary concern to clients and other stakeholders" (Sork, 1996).

Adult educators have spent considerable energy defining "needs." In terms of program planning and needs assessment, "the term need is properly used only as a noun with the denotation of a discrepancy or gap between some desired or acceptable condition or state of affairs and the actual or observed or perceived condition or state of affairs" (Witkin, 1984, p. 6). This is similar to Knowles' definition of educational need as "the discrepancy between what individuals (or organizations or society) want themselves to be and what they are; the distance between an aspiration and a reality" (1980, p. 88). Sork also proposes two essential elements of a technical definition of "need:"

> 1. A description of how capable the person or group is now. This description must be verifiable- that is, it must be expressed in such a way that other people can determine for themselves if the description is accurate and complete.
> 2. A description of how capable the person or group should be (1996, p. 4).

However, this definition does not specify "who" is responsible for identifying the discrepancies. Therefore, Sork has classified two types of need: motivational and prescriptive. A motivational need is a "discrepancy between a present capability and desired capability identified or acknowledged by its 'owner.'" A prescriptive need is "a discrepancy between a present capability and desired capability identified by someone other than its 'owner'" (1996, p. 6). This distinction is relevant to this discussion of the "ITA problem" because each stakeholder group may identify different needs based on what they perceive to be the gaps between the ITA's present level and the desired level of capability. The stakeholders may not even agree on the "description" of what the ITA is capable of doing now. The task of the program developer is to assess the prescriptive needs of the various stakeholders and negotiate some congruence among them.

This general discussion of needs also highlights another major research question. What is considered the "desired capability" in terms of the TA role? Donald defines good teaching as "effective teaching,

teaching that meets certain criteria — that is, factors or characteristics that can be measured according to a standard" (1985, p. 8). Her review of much research has shown that consistently, there is support for "the importance of organization and clarity, instructor knowledge, and enthusiasm and stimulation" (1985, p. 10). The ways that ITA PD programs can prepare ITAs for "good teaching" will be discussed in Chapter Seven (Instructional Plan). Looking at student ratings of instruction research is one way to "measure" if the desired capability has been met, so findings of student ratings of ITA research will be presented throughout this text.

Since there are at least six stakeholders in this ITA training process, the tasks of identifying needs, negotiating understanding and agreement, and establishing priorities are challenging. The groups are 1) the ITAs, 2) undergraduate students, 3) ITA PD educators, 4) the university administration and 5) departments (supervisors and administrators) and 6) the TA unions. Reports in the literature have shown that ITA "needs" and concerns are expressed differently by each group. The ITA's motivational needs will be discussed before the other stakeholder groups.

ITA views of needs

Few studies research the ITAs' perspectives of their needs. Part of Bailey's dissertation research was to ask 81 ITAs at UCLA to rate their own teaching performance. When she correlated their self-ratings and their students' evaluations, she found only a low correlation ($r = .29$, $p<.05$). This suggests that the ITAs and the undergraduate students were "not using the same criteria to judge the TA's teaching success" (1984a, p. 6).

During the spring of 1989, Bauer (1991) researched the instructional communication concerns of 38 ITAs who were either pre-training, in-training or post-training at Pennsylvania State University. She categorized the ITA instructional communication concerns into 11 thematic categories which were pronunciation and grammar, vocabulary use, clarity, responding to student questions, general communication skills, non-native speaker status, classroom management, cultural differences, subject matter, self, and miscellaneous.

Ross and Krider (1992) conducted a phenomenological study with six ITAs in order to explicate the teaching experiences of ITAs in the American classroom (Central Michigan University). After interpreting the interviews, they determined six common theme clusters which identified the ITA teaching experience. They further categorized them into two groups of difficulties: technical teaching difficulties (instructional preparation, classroom procedures, English usage and American students) and intercultural difficulties (cultural awareness and interpersonal communication). They found that the ITAs sought information for the technical teaching difficulties from their peers and "ITAs felt that being presented with information on these technical teaching difficulties would vastly enhance their understanding of such teaching difficulties" (p. 288).

Prior to the implementation of the University of Western Ontario ITA Training Program (ITATP), a survey was conducted with all the international graduate students and ITAs (Ayyar, 1996). From the data, the program planners determined the components and overall design of the ITATP. The questionnaire revealed

> a strong felt need for training on the part of ITAs and showed that while the most preferred component of training was English communication skills, skills to handle Canadian undergraduates, Canadian culture, and teaching skills were also regarded as important (p. 1).

Similarly, the ITAs in the Faculties of Science, Engineering and Social Sciences at the University of Ottawa expressed the need for discipline-specific communication goals. Conclusions from their Needs Assessment Questionnaire were

> ITAs observed their need to use oral English in a variety of academic settings and for a range of academic purposes: university classroom instruction, research project presentations, thesis proposal, thesis defence, tutorials, seminars, laboratory work, conferences, department meetings and social contexts. ITAs wanted to know the cultural expectations placed on them as foreign students in Canadian academia, to improve their understanding of the cultural content of academic discourse and to develop verbal and non-verbal communication skills that are culturally appropriate (Feldberg, 1995, p. 2).

The responses from four UBC ITAs in a follow-up study of their fall, 1992 program, revealed that they were keen to learn about their TA role (Hayward, 1993). Following are the responses to the question, "Why did you enrol in the ITA Job Skills Course?"

> TA - A
> Had just arrived in Canada and knew there would be cultural differences in teaching. Wanted to become familiar with the TA system and how to do a TA job
> TA - B
> Very interested in improving TA skills and English
> TA - C
> Wanted to improve communicative ability in English for his own personal development as well as for the TA position
> TA - D
> Needed to improve his English (Hayward, 1993, pp. 8-9).

The motivational needs of the ITAs can be classified in the general categories of English improvement, instructional skills and increase of cultural knowledge.

ITA PD activities also fulfill other motivational needs of ITAs. Feldberg (personal communication) found that even ITAs who seemed to be extremely competent with language and instructional skills in the University of Ottawa Oral Skills for ITAs course, still rated the course very highly, even though they would have managed very well without the additional PD experience. She suggests that these ITAs still appreciated the course because they were able to increase their confidence, polish their instructional skills through feedback opportunities, observe models for instructional development and gain reassurance about their previous knowledge.

It is important to note that ITAs want more than just "instructional English" support. The language development concerns are for all their activities in graduate school — reinforcing the notion that TA "training" isn't as inclusive as the term "development" implies. Kathleen Smith's (1993) case study of Li, a Chinese ITA in science, reveals how Li struggled with cultural expectations from his Chinese friends who provided emotional and academic support and his personal goals in becoming a more effective English speaker. Li was not involved in an ITA PD program, but he perceived his teaching role as a means to meet linguistic, cultural, social and professional goals.

> Li articulated such goals as learning English well enough to show his personality, or using his laboratory interchanges to pick up slang and to learn from students. ... These goals helped him in controlling his teaching environment to meet many of his needs, in managing his relationships with students, other TAs and faculty and in acquiring and maintaining status in the classroom (Smith, 1993, p. 155).

Because Li kept focused on his teaching, the learning environment was improved for the students; he encouraged student discussions and opinions, and probed cultural issues with them. This informative case study looks at the ITA as a "whole person," and provides a useful framework for further research (replication).

Nonetheless, research is still needed in understanding ITAs and their views of the ITA training process — along with their subsequent teaching experience. Is there a demand from the ITAs for specific help? Smith, et al.,. exhort us to research these questions: "What kinds and how much resistance is there to training? Who adjusts easily? Who adjusts with difficulty? Is the cultural adjustment literature being used in training? If so, to what extent and with what effects" (1992, p. 84)?

Undergraduate student views of ITA needs

It is also difficult to establish a priority for whose perception of the needs must be addressed. Ard posits that "the ultimate purpose of training ITAs is to make college instruction better for American undergraduates. If ITA educators want to satisfy the market they need to find out how undergraduates would like their ITAs to be different" (1989, p. 132).

The students (and their parents) in many American states have been a significant force for implementing changes in ITA hiring and training policy. According to Canadian campus lore, frustration about the ITA language and teaching ability exists; however, this has not translated into political nor legal action as is the case in the U.S. A. Letters to American campus newspapers (see Orth, 1982; Plakans, 1994) and government bodies (see Bailey, 1984b) were the impetus for many programs there. The language and cultural competency issues drew the most negative attention from students and thus the state governments legislated or mandated language screening tests and training programs.

The undergraduate perception of the "need" is problematic though. In the U.S.A., undergraduates have been the most vocal about the ITAs' need to improve pronunciation; however, studies suggest that the "roots of the problem lie in cultural and pedagogical differences that influence the capacities of the students to understand and to learn from teachers who are very different from themselves" (Smith, et al., 1992, p. 84).

Table 6 categorizes major ITA research studies, which show that students' opinions of ITAs instructional effectiveness and comprehension depend on a variety of factors.

Table 6: Research summary of student views of ITA comprehensibility and instructional effectiveness

Factors	**Research Reference**
student attitude	Orth, 1982; Fox, 1991; Plakans, 1994; Briggs & Hofer, 1991
student ethnicity	Lay, Mantel & Smiley, 1991
student gender and age	Matross, Paige, & Hendricks, 1982
student grade in the course	Orth, 1982
student major field of study	Bailey, 1984a & b
ITA attentiveness	Dalle & Inglis, 1989
ITA ethnicity	Brown, 1989; Rubin & Smith, 1990; Rubin, 1992
ITA ethnicity, educational status, native speakerness	Brown, 1989, 1992
ITA lecture topic	Rubin & Smith, 1990; Rubin, 1992; Nelson, 1992
ITA nonverbal behaviour	Orth, 1982
ITA training/ length of teaching experience	Briggs & Hofer, 1991
ITA warmth and friendliness	Nisbett & Wilson, 1977; Orth, 1982

Jenkins and Rubin conclude that the "undergraduates' own attitudes and experiences with ITAs, as much as actual ITA performance, influence judgements of language proficiency and teaching skill" (1993, p. 18).

Some researchers have compared and contrasted the ITAs and DTAs and their effects on students. Their results question whether specific programs need to be established. Davis (1991) conducted research at the University of California Davis to focus on cultural differences by comparing end-of-quarter evaluations of ITAs and DTAs. The potential culturally-influenced personal characteristics which were examined were rapport, approachability, enthusiasm and fairness. By looking at the overall means, students evaluated the ITAs less favourably than DTAs for each of the four qualities. However, Davis posits that it was more important to look at "(a) the magnitude of the difference between the lowest ratings of ITAs and the lowest ratings of domestic TAs and (b) the percentage of individuals in each group who received poor evaluations"

(p. 448). For each variable, they found that very few ITAs, if any, received lower ratings than DTAs. This research suggests that cultural differences may not be a major problem for ITAs and teaching effectiveness, but "simply one of the many accommodations quickly made by most instructors when they begin teaching different students under different circumstances" (Davis, 1991, p. 451).

In regards to student performance, Norris conducted research with undergraduates in 806 University of Wisconsin-Madison course sections in 18 different academic departments taught by DTAs and ITAs in the fall semesters of 1983-87. The goal was to determine if ITAs impede students' learning, which was measured by final grades. To control for differences in TA preferences for assigning grades, he excluded course-sections in which TAs had the responsibility of determining the final grade. After controlling for all other variables, they found "sections conducted by nonnative English speaking TAs achieved significantly (statistically) higher grades than did sections conducted by native speakers; the average difference in section GPAs equals one-tenth of a grade point" (1991, p. 438). Furthermore, the student performance was consistently higher regardless of the ITAs "region or origin, the instructional area of the course-section, or whether the course-section occurred before or after the implementation of TA training programs" (Norris, 1991, p. 433).

Jacobs and Friedman (1988) compared the performance of students taught by DTAs and ITAs at a major Midwestern university. They used courses in which the TAs had complete responsibility for teaching and evaluation although each course used a common departmental final exam. Therefore, the sample included four Math courses (87 sections) and one Business course (18 sections). They found that there was no statistically significant difference between the final exam scores of students taught by DTAs and ITAs. Along with similar drop rates per section, their data showed that end-of-semester department student ratings of the DTAs and ITAs were also similar, implying that the students were not so dissatisfied with the ITAs. A critical factor though, is that except for a few exceptions, all the ITAs had been tested and screened with an English proficiency test. Does this study then support screening for ITAs before they teach and take full responsibility for a class?

ITA Program Educators views of ITA needs

The nature of the programs and research shows that the ITA educators perceive the three main components of the ITA needs are language, pedagogy and culture. These generally concur with the ITA views of their needs, although there may be different views on priorities and methodology in addressing the needs. For example, I found that some ITAs in the program I worked in believed their only "language need" was pronunciation; whereas, I thought their communication problems were more a matter of interaction — being careful of tone and word usage (using an imperative instead of a request).

Agreeing on the ITAs "present capability" has also been problematic. Research has shown that ITA program educators (often ESL experts) and students have disagreed about actual performance. For instance, Orth found that expert ratings of non-native ITA speaking proficiency differed drastically from the undergraduate student ratings of the same speakers (1982).

Hinofotis & Bailey (1981) trained ten first year students to use their Oral Communication Rating Instrument to assess videotaped ITA samples. They used qualitative and quantitative data to determine the rating differences these undergraduate students had with the trained ESL and TA trainers. Part of the questionnaire included a 12 item ranking task with 1 as most important performance subcategory and 12 as the least important. When the rankings were averaged to produce a mean ranking by group, they found that although both groups rated pronunciation as the most important problem, there were substantial differences in other categories. For example, students gave higher rankings to Ability to Relate to Student (2 vs. 8), and Use of Supporting Evidence (5.5 vs. 11). Items which the ESL and TA trainers rated more important were Grammar (4 vs. 7), Presence (7 vs. 11), and Clarity of Expression (2 vs. 5.5). Their data on pre- and post-training tapes also indicated "a tendency on the part of the undergraduate raters to be more lenient or tolerant than the TESL and TA training raters in their assessments of the subjects' communicative ability" (1981, p. 130). Obviously, these differences would impact on what the ITA educators would focus training activities, and these may not be considered relevant by the students, a significant stakeholder group.

University administrator views of ITA needs

If students complain to university top administrators, such as presidents, board and senate members and faculty heads, the administrative group needs to respect the needs of the undergraduates and the ITAs. Since the work of the ITAs interconnect research, teaching and service elements, they "constitute a fundamental structural component of the learning community" (Sheridan, 1991, p. 25). The awareness of the administrators on any given campus of an "ITA problem" depends on the administration's involvement and interest in teaching matters on the campus. Performance indicators, set out by the provincial governments may spur a response from the university to address concerns about instruction from TAs. However, if the performance indicators refer mostly to decreases in spending, as in "doing more with less", there will likely be a marked increase in the use of DTAs and ITAs.

From an administrators perspective, the efficient use of human and financial resources is most often cited as the benefits of TAs.

> While it is certainly part of the responsibility of university officers to convince external constituencies that doing things on the cheap is not always desirable, we should not forget that one of the great benefits of the teaching assistant system is that it can indeed produce quality instruction at a very reasonable cost. It is foolish not to exploit this. (Jaros, 1987, p. 371)

There is no doubt that the graduate students and PhD recipients of today are the professors and business leaders of tomorrow. If these graduates have not had some exposure to teaching experience, then the concerns of undergraduates about poor quality of instruction will perpetuate (Smith, 1991). If the undergraduate concerns become a stronger voice, what will the university administrators response be? So far on Canadian campuses, the response has not been significant. Because of this lack of attention and thus policy and financial support, one could surmise that the administrators do not have a view because they are likely unaware of ITA needs and student concerns. They may know of the ITA needs, but put their own "needs" first.

Lack of financial support from administration was expressed as the major barrier by most ITA PD activity initiators in Canada. When ITAs at OLCR U were required to pay a nominal fee of $100.00, the enrollment decreased dramatically. At another OLCR U, one individual lamented that the administrators had already spent the conference funding allotment, so ITA program instructors could not have funding for the TESOL conference, which would give them personal access to most of the ITA educators in the U.S.A. (personal communication).

Department views of ITA needs

In most institutions, TAs instruct and hold tutorials for many of the first- and second-year courses, especially in the Maths and Sciences. The departments usually decide who instructs and receives TAships, and Piccinin, Farquharson and Mihu (1993) have found that approximately 73% of the Canadian institutions that responded to their survey have institutional, Faculty and/or departmental level policies relating to TA employment.

The Annual Ranking of Universities conducted by Maclean's measures the university's commitment to students by recording how many tenure and tenure-track professors are at the head of first-year classes (1996). This implies that the professors do all of the instruction for the students. However, "at the head" of the classes, may mean lecturing 1500 students twice a week and having a large cohort of TAs to do the marking and smaller group tutorials — as in one first-year Psychology course at the University of Toronto (personal communication).

Having better trained ITAs is important to a department, since the ITAs will "i) make better graduate students in the discipline; ii) contribute more effectively to the research agenda of the faculty; and iii) do a more respectable job of preparing undergraduates to be the graduate students of tomorrow" (Kaplan, 1989, p. 121). ITAs can also effectively present another cultural interpretation of their discipline, and provide international examples of an application of their field (as in industrial or management models, for example).

Furthermore, on a more fundamental needs basis, many American institutions cannot cover basic courses without using TA assistance (Nyquist, et al., 1991, p. xii). Because some academic areas in American universities "are dependent on a continuing inflow of international students to maintain their viability" (Kaplan, 1989, p. 121), there are conflicts about the external or state level screening mandates. For example, I was surprised to find at conferences (TESOL and National TA) that several American ITA educators expressed frustration about the involvement of the department in the screening process. Apparently, some departments asked for exceptions, or were resistant to cooperate with testing and screening, and some encouraged the examiners to "pass" the ITAs, even if they did not qualify to be teaching in the classroom. It appears that in some cases, department viability is more important than the quality of undergraduate instruction.

Departments may or may not be open to "listening" to their students' concerns about TA instruction. If students do not directly complain about TA instruction, departments may determine there is an " ITA problem" by observing drop out rates, course section changes, and attendance patterns. At one American campus, a Science department noticed that a significant number of students switched out of ITA sections. After imposing a rule that students could not change sections during the first two weeks, they found that fewer students switched out of ITA sections after that two week period (Confidential source).

Departments play a significant role in modelling attitudes towards the ITAs. If departments support training initiatives, become involved in training and offer incentives to improve teaching (Teaching Awards, etc), students will likely follow through. In the UBC first year Chemistry course, there is a concerted effort of the lab supervisor to introduce the ITA to the students, outline the benefits and challenges of having an ITA and encourage the students to establish relationships with the ITAs. She believes that this is crucial to the attitude of the students as they enter the sciences (personal communication).

TA Union views of ITA needs

There is very little recorded about how the unions react to PD activities for ITAs. It is best to explore the union response on an individual institutional basis, since agreement particulars are rarely exactly the same across campuses. However, it would be safe to assume that unions would want ITAs to be treated similarly to DTAs.

At UBC, the CUPE 2278 Union leader was actively involved at TA orientations, and came to the ITA sessions I facilitated to explain the purposes for a "union", since many ITAs hadn't been part of a union prior to coming to Canada. At some campuses, unions may inhibit the goals of units to provide PD. For example,

> "[OLCR U] has no special training program for International TAs. This may change as we are developing a proposal this summer for more extensive training of TAs. One difficulty we face at [OLCR U] is unionization of TAs. Compulsory training has to be done on paid time and departments have generally been unwilling to give up paid hours for this purpose" (personal communication, 1995).

There are other arrangements that can be made though. In fall 1992, one department at a OLCR U wanted all its ITAs to attend the PD course. The department had decided this after the TA schedules had been arranged, so they scheduled the ITAs to teach fewer hours the following term. This "in lieu of" arrangement was fair for the ITAs and would not violate the TA union guidelines. Since TA unions are forming on other Canadian campuses, it is imperative that they plan for what will happen to TAs whose contracts might depend on their language proficiency.

Conclusion

Developing a needs assessment instrument which will gather information from all of these stakeholders is a monumental task. Feldberg (1997), at the University of Ottawa, has drafted a Source-driven Needs Assessment Strategy for ITA PD which is included in Appendix C. She has graciously shared this working copy with me, and I have included it in this paper because it highlights methods of gathering information about the motivational and prescriptive needs that have been discussed. Much work and subsequent funding are required in developing needs assessments such as Feldberg's.

Throughout this analysis of the stakeholders, the motivational and prescriptive needs are expressed differently, but are mutually inclusive. The discrepancy between the present and desired capabilities of ITAs is essentially the need to communicate effectively and confidently. These needs are requisite in academic, industry and commerce contexts. Effective communication/education/ instruction skills of ITAs will be vital in all fields after their graduation (abroad or in North America). Hahn and Hall document that, in order to be accredited, all Departments of Engineering at American universities "must now demonstrate a sustained effort toward educating their students not just in technical and scientific matters but in communication skills" (1991, p. 191). The 1989 mandate from the Accreditation Board for Engineering and Technology states,

> Competency in written communication in the English language is essential for the engineering graduate. Although specific coursework requirements serve as a foundation for such competency, the development and enhancement of writing skills must be demonstrated through student work in engineering courses as well as other studies. *Oral communication* skills in the English language must also be demonstrated within the curriculum of each engineering student (p. 8) (cited in Hahn & Hall, 1991, p. 191).

ITA PD is a significant responsibility of universities if universities claim they are serving the needs of academia, industry and society.

The concerns of the various stakeholders may conflict with the general goal of effective instruction for undergraduates. The ITAs may view language as important or more important than instructional skills, and may focus their attention accordingly. Departments may support ITA PD philosophically, but not financially. The union's demands for the "rights of the ITA", may hamper specific programming to enhance the ITA's communicative confidence and instructional abilities. Nonetheless, "an institutional commitment to change will arise only from widely perceived discrepancies between what is and what ought to be" (Pazandak, 1989, p. 6).

Chapter Six: Intended Outcomes

Developing objectives is crucial so that program providers and participants have a way to measure the success of program activities. They are used to determine internal consistency of a program since they help determine whether "there is a clear match between and among the program objectives, how these objectives will be evaluated, and how the learning activities are designed" (Caffarella, 1994, p. 99).

However, in some cases, goals or objectives are difficult to pinpoint and state explicitly. In the previous chapter, it appears that there is a consensus for ITA PD programs to focus on instructional skills, culture and language. The complex interconnection between language and instructional skill discrepancies and then the questions of how they are linked to cultural differences provide challenges for ITA PD developers because ITAs are not a homogeneous cultural group. Developing explicit objectives is difficult because the nature of the program may change from session to session, depending on the ITAs that participate. If program developers observe the ITAs teaching in their classes and have ITAs complete a needs analysis prior to the program, the program developers will likely plan the program components (and emphasis) accordingly.

Ultimately, the program objective is for the ITAs to become better instructors, which would result in increased undergraduate student learning and satisfaction. However, it is difficult to write a specific statement of anticipated results which would reflect those objectives. For example, the explicit statement "at the end of the program the ITAs will be able to teach more effectively" is a statement of expected results, but it can not be guaranteed. Measuring attainment of the objective would require pre- and post-PD observations and analysis, supplemented by pre- and post-PD student evaluations. Similarly, rewording the objective to state what the ITAs are expected to learn is equally difficult to measure. The objective statement, "the ITAs will learn how to teach more effectively," is also difficult to measure. What is taught is not always what is learned. (Evaluating the program and exploring the issues of transfer of learning will be discussed further in Chapter Eight). The main emphasis here is that in some cases, it is difficult to make clear objective statements since ITA programs are designed to address many interconnected and yet distinct strands. ITA programs could have objectives that are measurable and some that are not measurable. Furthermore, "outcomes can be either intended or unanticipated, because it is almost impossible to know beforehand all the benefits a program could produce" (Caffarella, 1994, p. 102).

Sork (1996) posits that clarifying intended outcomes is an important planning task, and developing explicit objecives is only one of several ways to accomplish this. Clarifying intended outcomes may be more suitable than explicit objectives, since it is still possible to infer what the goals and objectives will be without stating what the participants will be able to do after the program. The five main approaches to clarifying outcomes that he promotes are purpose, process, content, benefits and a combination of the four.

The purpose approach suggests what the program is designed to accomplish and can give potential participants and instructors a reasonably clear idea of why the program is being offered (Sork, 1996). These statements are examples of the purpose approach:

University of British Columbia, PD for ITAs:

> To enhance teaching and learning in undergraduate tutorials, seminars and labs given by Canadian and International TAs.
> To facilitate teaching and working relationships among international and Canadian faculty, students and staff (Beaumont & Penner, 1993).

University of Washington, Seattle, ITA Program:

> The ITA Program was founded in 1984 to assist international TAs in fulfilling their instructional roles and to facilitate their adjustment to the culture of the UW (CIDR, 1993)

The process approach statement communicates what will take place during the PD program activities. The following statements exemplify the process approach:

University of Ottawa, Oral Academic Skills for ITAs:

> The overall objectives of the course were to give ITAs instruction, practice and video-feedback in the oral English needed for academic tasks in scientific and technical domains (Feldberg, 1995, p. 5).

University of Manitoba, Accent Modification Course:

> Participants will practice discrete sounds that cause them difficulty as well as English patterns of stress and intonation. Strategies for improvement will be offered and attention to individual pronunciation will be given throughout the workshops. Enrollment is limited to allow for individual attention (personal communication).

The content approach lists the topics or the content of the program. Because readers are left to infer intended outcomes, Sork (1996) warns that they may misunderstand and assume that the program will deliver more than it actually can. The content approach of presenting outcomes is often given to the ITAs in the form of the course description or promotional flyers, as in the following example.

University of British Columbia, Job Skills Course, Winter 1993:

> In the course, the ITAs will focus on the following:
> - Canadian classroom culture: teaching and learning styles
> - Strategies to compensate for language difficulties
> - Organization, preparation and delivery of presentations
> - Small group interaction dynamics
> - Fluency and pronunciation (UBC ITA Course Binder)

Queen's University, Workshop for ITAs, January 1997:

> This workshop will provide tips and strategies on:
> - presentation and communication skills
> - how to ensure that students understand you
> - expected levels of familiarity between you and your students
> - improving communication between you and your professor/supervisor (poster)

The benefits approach describes the anticipated benefits to the participants, and is often used while marketing a program.

University of British Columbia, International Campus newsletter:

> Why take another course?
> Especially when you are already so busy? This program may in fact save you time by improving your English language communication skills, intercultural understanding and teaching techniques. Here are some of the comments of T.A.'s who have participated:
> "This course really helped me a lot. Although I am very busy, I insisted on attending. I feel free, comfortable to participate. I have learned a lot." (Beaumont, 1994, December - 1995, January)

Often programs combine the approaches and may prefer to clarify outcomes by beginning with a purposes approach, then move to more specific descriptions using an objectives, processes, content or benefits approach (Sork, 1996).

York University, Communicate, 1994:

> WHAT?
> A 12-week, non-credit course designed to help you improve your speaking and communication skills. Topics covered include pronunciation, grammar, and teaching skills. Classes are two hours long, once a week. Additional informal support will include one-on-one consultation with the course instructor, and small group teaching practice and problem-solving sessions. (Program flyer)

Ohio State University, Spoken English Program:

> The goal of the program is to ensure that instruction to OSU students is provided only by ITAs who have demonstrated communication skills necessary to teach effectively in the U.S. university setting. Specifically, the program screens all prospective ITAs; provides coursework to prepare ITAs for the demands of teaching at OSU; and administers teaching performance tests for Certification (cited in Bauer & Tanner, 1994, p. 31).

This last example from Ohio is interesting because it shifts from a benefit statement for the university to statements of the program process/activities.

In order to state the intended outcomes so they correspond to the "desired capabilities" as discussed in the previous chapter, program planners will have to carefully consider the resources and instructional content and activities for their ITA PD activities. The next chapter considers the instructional and program format options.

No matter how the intended outcomes are expressed, ultimately ITA PD programs in Canada are implemented in order to improve the communication skills of ITAs as they instruct and conduct their research on campus. The opportunity for "selling ITA PD" as a skills development process is exciting and beneficial for everyone involved. Selected lines from the few examples I have of promotional materials from Canadian campuses exemplify the win-win intended outcomes that these ITA PD activities are promoting. For example, "Communicate" (Program title at York University); "Improving Teaching Skills for International TAs" (Workshop title at Queen's); "Do you want to increase your confidence as a teacher and as an English speaker?" (Professional Development Program for International Teaching Assistants, p. 7) The fact that only two of the ten ITA PD activities offered in Canada specifically focus on pronunciation (Calgary, Manitoba) indicate that the trend in Canada is for professional development of ITAs. These initiatives place ITA PD activities in the established instructional development field with other PD activities offered for DTAs and faculty. Because of this trend, and the placement of ITA PD in many instructional development type centers, I trust that ITA PD will soon become an established "Education Interest Area" in the Society for Teaching and Learning in Higher Education (STLHE). The goals of STLHE and the ITA PD educators are well matched since both are interested in the improvement of teaching and learning in higher education.

Chapter Seven: Instructional Plan

This chapter will present various options for program activities and issues/questions which will need exploration as campuses prepare programs. The content for the instructional skills, language and culture strands will be summarized. The planning options which will be discussed relate to timing, staffing, and whether PD activities should be offered in departments or across the campus.

Classroom Culture

As mentioned earlier, ITAs "are not the only ones who need to learn to teach, since domestic TAs and even their faculty mentors might benefit from some greater awareness of what goes on in the classroom" (Kaplan, 1989, p. 122). What makes ITA PD more complicated, is that the previous educational experience and English language skills of the ITAs may significantly influence their view of "classroom culture." Classroom culture is manifested in at least three basic elements: beliefs, pedagogy and structure (Werner, 1991).

> Beliefs are based on shared values and expectations of all the participants, including the role of the teacher, the role of the students, and beliefs about [learning.] Pedagogy involves what is done in the classroom: methods, use of materials, objectives, and resources. Structure includes the organization of time, space, people, and resources (Penner, 1995a, pp. 4-5).

It is very important for ITAs to reflect on how the "classroom culture" they are most accustomed to compares with the classroom culture they are now working in. An example of a conflict, would be if the ITA came from a culture in which the teachers' role was to impart knowledge (as in the "sage on the stage") and the best way for students to learn was through memorization. This ITA would choose lecturing as the best medium of instruction. Yet, if this ITA were teaching first year Mathematics, the department (and ITA program educators) might encourage the ITA to have interactive sessions with students, so as to expose students to various stages in the equation or "figuring out" process. The ITA will have difficulty adopting these interactive instructional skills because it conflicts with his/her belief about the role of the instructor. Furthermore, providing feedback for students who give partially correct answers, such as "Not quite" or "So far so good," may be a totally foreign concept to someone who learned in a system where everything was to be precise.

The degree to which the cultural beliefs dictate an ITAs attitude toward teaching in a North American classroom depends on his/her goals. Li, the ITA in Smith's case study, altered his beliefs based on his Chinese experience and relationships "because he believed the teaching context provided the environment in which he could step outside the behavioural criteria imposed by his cultural peers to work on very personal goals" (1993, pp. 160-161).

Another category of classroom culture differences relates to learning experiences of the ITAs who learned Chemistry principles and equations, for example, through memorization, rather than experience. Many universities in developing countries do not have the resources to supply chemicals and equipment for undergraduate Chemistry students, so much is learned through textbooks. The "culture shock" comes for ITAs when they must supervise students in conducting experiments - a learning experience they have not encountered themselves. For these ITAs, the methods, materials and use of resources is significantly different in the Canadian chemistry lab.

Valuable research could be conducted by analyzing the classroom culture in specific Canadian post-secondary departments and then doing studies in other countries. In order for ITAs to do some of this comparative education action research, some ITA programs incorporate activities in which ITAs are required to observe domestic TAs (or students) and compare the observations with their own cultural perceptions (see Byrd, Constantinides & Pennington, 1989).

A significant factor to consider is that many of the ITAs have previous teaching experience in their home countries. Some may even be "Master" teachers, which has granted them the "privilege" and opportunity to go abroad. Often this is ignored and the goal to "fix the ITAs" may offend the ITAs. Recognition needs to be made of the skills that are "transferrable" from one teaching context to another. Feldberg suggests that ITA PD focus on instructional skills that are successful in the North American classroom and those deemed transferrable from the ITAs native academic culture could be capitalized upon.

> From the point of view of an ITA in culture shock, s/he needs to know what works and what doesn't work in a Canadian instructional context. This is a big contribution to the field of multicultural education. They want to succeed. They want to know what's expected of them in our Academia. However, they are not prepared to say they have nothing to contribute because their culture isn't Canadian - even if it is very different. (Feldberg, personal communication).

This links to a serious issue about the "Canadianization" of ITAs and the supposed "internationalization" of our campuses. Perhaps ITAs will compare their previous classroom cultures with Canadian classrooms and discover polar opposites. For example, ITAs may be accustomed to students calling them by their title, rather than their first name ("Excuse me teacher," instead of "Excuse me, Joanne."). The use of titles and names signify different relationships, and the ITA may have a conflict with his/her view of instructional practices and the use of names or titles.

Is there a "right" way to teach? Constantinides encourages ITA instructors to understand the ITA's system:

> For the part of the program that emphasizes pedagogy, the staff members need knowledge of world education systems, so that they can help ITAs undertake a contrasting study of their native systems and the U.S. system, with the goal of enabling ITAs to adapt to the different expectations of this system (1989, p. 74).

What is meant by "adapt"? This encouragement seems one sided. Does it imply the "when in Rome do as the Romans do" maxim? Is there a goal to learn from their system and incorporate it into the North American views of pedagogy? Do international students and ITAs really have any influence on our curriculum content or instructional programs? Are the presence of ITAs instructing in Canadian classrooms a true operationalization of "internationalization" (as defined in Chapter One)? Could ITA educators learn from the ITAs and their education systems and incorporate the ideas into PD programs for university educators? The maxim, "when in Rome, do as the Romans do," should not be expected of ITAs in an "internationalization" framework of post-secondary education. An ITA PD program provides the opportunity to develop a cross-cultural analysis of successful and unsuccessful teaching practices. How is successful or effective teaching defined in North American classrooms and is it different than other educational systems?

Effective Teaching

Smith, et al., (1992) provide an excellent summary of research that has discerned the factors relating to effective TA and/or ITA teaching. This research has enhanced ITA programs, by providing a research rather than anecdotal basis for program planning. Table 7, based on the summary by Smith, et al., confirms how effective teaching is so interconnected with language and cultural aspects - the aspects which make ITAs needs distinctive from DTAs. To emphasize this, on the left hand side of the table, I have indicated which part of the ITA PD program content this factor may fit in. I = instruction; L = language; C= culture.

Table 7: Factors relating to effective TA and / or ITA teaching

Content	Factor	Source
L	Having a certain level of English proficiency	Yule & Hoffman 1990
C/L	Establishing common ground between TA & students	Langham 1989
L	Providing feedback to students	Inglas 1988
C/L	Inviting student comments & questions	K. Bailey 1982
C/L	Asking students questions	Rounds 1987; Tanner 1991a, 1991b
I/L	Elaborating when explaining a concept	Gillette 1982; Langham 1989; Rounds 1987
L/C	Explaining relationship between old & new information	Rounds 1987
C	Making student responsibilities clear	Langham 1989; Rounds 1987
I/L	Reviewing lessons	Langham 1989
C	Making eye contact with students	Gillespie 1988; Gillette 1982
C	Smiling and laughing	Dege 1983
C/L	Talking about their cultures	Keye 1981; Nelson 1992
L	Using appropriate stress, intonation pauses, subordination & transitions to achieve coherence in speaking	Tyler, Jeffries & Davies 1988
C/L	Being friendly and interactive	K. Bailey 1982; Dege 1983; Hinofotis & Bailey 1981; Rounds 1981
I	Using the blackboard in an organized manner	Langham 1989

(Source: Smith, et al., 1992, p. 75).

The integration of the language, culture and instructional skills content is the challenge of ITA PD educators. For example, "inviting student comments and questions" is something that may need to be addressed as a language and cultural issue. There is an assumption in North American classes that if students are asking questions they are actively involved and therefore, "learning". From an ITAs perspective, questions from students may be frustrating and annoying. First of all, ITAs may not have the confidence to ask for questions because they are unaware of the appropriate verbal and non-verbal language to do this. One ITA I observed in an Engineering class asked "You have question?" However, he did not look up from his text to establish eye contact, nor did he give students time to ask questions. He immediately kept on talking. In our conference afterwards, I gave him some information about "wait time" (instructional), corrected his question form (language) and reminded him to establish eye contact so that students would feel welcome to speak to him and be convinced that he wanted them to ask questions (culture).

To complicate matters, the ITAs must be able to understand the student's question, referred to as "receptive discourse competence" (Hoejke & Williams, 1992). Undergraduate students (and graduate students) may have problems articulating their questions, so "understanding" the question may require good listening as well as interpretation skills. The ITAs may not even recognize students' questions. Byrd, Constantinides and Pennington (1989) explain that there are at least five question structures that students may use. For example, "I don't understand _____" is actually an information-seeking question. Statements which indicate confusion, such as "I'm lost" or "I can't follow this" could also be translated into questions like, "Will you explain that again?" (p. 61).

Another consideration about student questions is more culturally specific - ITAs may feel challenged by student questions. An ITA in Ross & Krider's study explained "I always felt like they were trying to test my knowledge base with all their questions" (1992, p. 284). ITAs from the PRC may be unfamiliar (Smith, 1993) and uncomfortable with student questions because in the traditional Chinese education system, asking clarification questions implies that the teacher has failed in his/her duty to impart the knowledge clearly (see Penner, 1995a for a related discussion of foreign experts exporting Western English language teaching methods to Chinese teacher education courses).

Content: Instructional Skills Development

Student ratings research has shown that there is a clear relationship between classroom behaviours of instructors and student perceptions of effective teaching (Murray, 1988). Murray's research at the University of Western Ontario shows that instructors can improve their instruction through explicit feedback or training procedures which are designed to improve teaching behaviours which are known to contribute to overall effectiveness. He classified these teaching behaviours into six factors: enthusiasm, clarity, interaction, task orientation, rapport and organization. The feedback study was also done at the University of Western Ontario and included in Murray's findings. McLean had 32 experimental teachers from various academic fields and 25 teachers in his control group. He found that poorer teachers in the experimental group, who were frequently observed and given explicit feedback, significantly improved their perceived teaching effectiveness. These findings are significant to ITA PD because they support the view that instructional skills and PD activities can enhance ITA teaching effectiveness.

Most educators establishing programs on their campuses have the expertise and resources to choose materials which would meet their ITA's specific needs. Rather than thoroughly describing and justifying all the possible content areas to be included in PD programs, I have decided to share Parrett's curricular content categories (1987). Parrett examined DTA programs reported in the literature from 1976 to 1986 and selected 36 programs to include in her summary of trends, patterns and common practices used for DTA programs. Her tables (adapted for Table 8) include the topic and then a tabulation of how many programs covered the topic or topic and activity, etc. This allows readers to see patterns and compare their program with others. Table 8 provides her categories and lists to show that "the responsibilities are great and the possibilities are endless" (Parrett, 1987, p. 77). Another use for this list is to provide Canadian ITA PD providers a common basis for reporting topics and activities. Researchers who wish to explore the content of ITA programs could replicate Parrett's work and use this information in a checklist format.

Table 8: Professional development instructional component content

Professionalism: Topics

The topics here address the development of the TAs professional self-image and ability to cope as regular faculty instructors.

- Department philosophy or goals
- Course rationale
- Role of the teacher
- University/Dept resources
- Ethics and professionalism
- Careers and job hunting
- Textbooks
- Research
- Administrative policies

TA Specifics: Topic & Activity

Problems:
- Survival & anxiety
- Personality tests

Duties:
- Interpersonal relations
- Departmental expectations
- Interchange with experienced TAs
- Individual conferences with department heads
- Discussions with undergrads

Instructional Aids: Type

These were defined as materials utilized by the training director to facilitate the program.

- Research Articles
- TA Manuals and Handbooks
- Departmental Bulletins
- McKeachie's Teaching Tips

Learning and Students: Topic

The topics within this category related to the TAs' students.

- Cognition
- Advising students
- Student Characteristics
- Learning Styles
- Student Behavior

General Education: Topic

[Instructional Strategies]

Parrett notes that remediation and orchestrating an entire lesson are missing from this list of topics in the 36 programs.

- Discipline-specific instruction
- Review of educational research
- Behavioral objectives:
  - general discussion
  - composition practice
- Idea & problem sharing
- General teaching discussion
- Philosophy of education
- Models of instruction
- Issues in education
- References & resources
- General teaching methods
- Lecture
- Testing
- Evaluation
- Media and audiovisuals
- Grading
- Student reinforcement
- Laboratory teaching
- Discussion
- Computer Assisted Instruction
- Tutoring
- Instructional innovations
- Questioning
- Problem-solving
- Teaching research methods
- Motivation
- Socratic method
- Participation techniques
- Independent study
- Audiotutorial

(table continued)

Table 8 (continued)

Practice Opportunities: Type

Parrett notes that several programs "discussed" topics, but did not offer related practice. For example, "ten programs lectured on how to lecture, but none provided practice. ... Does this data imply that for many the first day in an undergraduate classroom is also the practice field" (p. 77)?

Syllabus
Lesson plans
Textbook selection
Examinations
Supplemental materials
Assignments
General
Grading papers
Audiovisual materials
Study guides

(Source: Parrett, 1987 pp. 72-77).

The possibilities are endless! If ITA PD program developers feel overwhelmed trying to cover all this information and practice into a PD "activity" or program, they will be able to empathize with ITAs who are similarly challenged in their day to day work. In my experience with ITAs, I found that the ITAs were interested in all the instructional techniques and options, but they expressed genuine confusion as to when to use them. This provided an opportunity to provide activities and facilitate a discussion which linked Kolb's experiential learning model with instructional activities that may support aspects of the learning cycle (see Svinicki & Dixon, 1987 ; Anderson & Adams, 1992). The act of making instructional decisions is complex and for some instructors, it takes years to develop confidence to adapt their instructional activity to match the intended learning outcomes. This challenge is likely why instructional methods have not changed over time. The "tried and true" maxim has maintained its hold because many instructors are too "timid to choose."

As elaborated on earlier, ITAs may have cultural conflicts and/or language problems with each of the instructional skills topics. An understanding of the needs and experience of the ITAs in each session is crucial in aiding the ITA PD program developers in streamlining and designing effective programs. Ross and Krider found that the ITAs in their study wanted information explicitly given to them about expectations, classroom procedures, kinds of tests and "proper style of criticizing students" (1992, p. 284).

An effective way to integrate language and instructional skills, is to videotape and provide feedback for ITAs as they practice various instructional strategies. Hayward found that two of the four ITAs she interviewed from the UBC program acknowledged that the videotaped presentations "were useful due to their similarity to presentations they have to do for students and they asked for more presentation to be included in the future" (1993, p. 13). Smith, et al., also conclude that "evaluations of ITA programs as well as anecdotal reports suggest that one aspect of programs that participants find most helpful is that of being able to practice giving talks in their field and receiving feedback" (1992, p. 41).

Another use of this media is to make instructional videos on presentation skills. Douglas and Myers have developed materials which have videotaped segments of effective American DTAs and ITAs teaching in actual classroom contexts. They claim that

> some aspects of the video medium are so powerful that [ITAs] pick up on them without our commentary or intervention. For example, one segment on blackboard use shows a TA underlining key terms in a definition. Although we do not draw the [ITAs'] attention to this particular technique, a number of them have immediately incorporated this strategy in their own performances (1989, p. 178).

Douglas and Myers' TA Communication videotape contains 24 segments that illustrate strategies such as giving advice and instructions, contextualizing a new concept and relating it to previous work, handling student questions and using frequent questions to involve students (1990). Developing a video and manual with segments from our Canadian multicultural classrooms would be an excellent curriculum research project.

Content: Language

Many ITAs believe that their most pressing "problem" is language. This is reinforced with student and department concerns since "the ITA problem was (and sometime still is) characterized as a problem with English (Smith, et al., 1992, p. 17). Hoejke and Williams (1992) have written the most comprehensive article on how the communicative competence model of language use is applicable to the ITA program curriculum. The communicative competence needs of ITAs include the ability to

> (1) use the language grammatically and comprehensibly, (2) function in various culturally influenced communicative contexts, including the classroom, (3) produce and interpret discourse coherently, and (4) utilize strategies to compensate for weaknesses in the other three areas (Smith, et al., 1992, pp. 78-80).

Basically, ITAs need to know English (the knowledge), but also need to be able to use it appropriately as instructors. Some could classify the ITA language classes as English for Specific Purposes (ESP) since ESP is defined as "an approach to language teaching, in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson & Waters, 1987, p. 19). In the ITA PD programs, the pronunciation activities are usually focused on the ITA's discipline specific vocabulary. Similarly, the language functions, such as questioning, making requests, as well as explaining graphs and charts are firmly grounded in an academic situation.

Hoejke and Williams (1992) note the distinction of ITA programs from other ESL classes. They stress that the goal of an ITA program is to improve communication for instructing rather than for exercising general second language skills. ITA PD language program content and functions are very focused to an academic context. Pronunciation compensation strategies, such as writing words on the board, giving examples, building in redundancy, using collocations, etc. (Smith, Myers, & Burkhalter, 1992) are immediately necessary for ITAs to use in a classroom, whereas better pronunciation or accent reduction would be a goal for general ESL students.

Many of the common student rating categories are directly related to effective communication skills. For example, the UBC Faculty Teaching Evaluation Form for the Faculty of Science, which is also used for all TAs, requests students to indicate agreement or disagreement on a five point Likert scale on these six points:

> The instructor:
> 1. Presented material in a clear and understandable way
> 2. Presented material in an interesting manner
> 3. Was receptive to questions
> 4. Stimulated students to think
> 5. Was considerate of students
> 6. Taught effectively (UBC Faculty of Science, form no. F-4648-UBC)

It is clear that strong agreement for items one and two are directly dependent upon language skills and three, four, five, and six are indirectly related to language skills. How would students rate an ITA whose language was grammatically correct, but lacked sociolinguistic appropriateness? Variations of the following scene are quite common.

> ...an ITA circulating around the students in the chemistry lab. She approached each student workgroup, using the phrase, "What are you doing?" The phrase had an accusatory tone that startled and alarmed the students but was unintended in the situation; she was merely trying to elicit information about what part of the procedure the students were currently working on (Hoejke & Williams, 1992, p. 252).

Based on this experience, a Science undergraduate student using the evaluation form cited above may rate this ITA low for the categories of "considerate of students" and "receptive to questions." The ITA's problem, however, was the inability to use English appropriately to elicit information.

The language content for ITA programs must refer to the ITA's immediate classroom needs. For example, one simple exercise that the ITAs in my ITA PD section found challenging and useful was "End of Class Chaos." The language and function goals of the activity were 1) getting students' attention, 2) restating questions, 3) using embedded question format, and 4) practicing voice projection. The ITA group members, roleplaying as students, were requested to "mingle loudly" as students do just after the closing bell rings. I slipped a question to one "student" who had to shout it over the din to a designated ITA. The ITA, then, had to attract and hold everyone's attention, restate the question and answer the question. The dialogue could go something like this:

> Student: Hey! Will this be on the test?
> ITA: Excuse me. Everyone? Can I have your attention? (pause) Someone just asked if this will be on the test. No it won't.

From this simple example, we see that "language" for the classroom is very specific and demanding. As instructors, ITAs are required to do more than just "speak English clearly." ITA PD educators can learn from observing the ITAs in their classrooms for which communication skills the ITAs need support.

The SFU program also spends considerable time on English slang and colloquial patterns of everyday speech (Wanna gofer cawfee? Wazee gunna go?) in order to improve the ITA's understanding of informal conversations. "As their comprehension, fluency, and sensitivity to cultural differences increase, participants gain confidence and are much more likely to continue a program of ongoing, independent learning. Helping participants achieve this independent learning is our ultimate goal" (Stevenson & Knott, 1993, p. 4).

The language component in an ITA program usually refers to "instructional functions" as well as grammar and pronunciation (generally and discipline specific). The following list was gleaned from a wide variety of sources. Many of these language functions are included in the instructional skills component of the course. In a DTA program, the instructional skills would be explored, whereas in an ITA program, the language inherent in the skill would also need to be highlighted and practiced. A needs analysis of the ITAs in a particular ITA PD program would direct the instructors in which language functions to focus upon. The following table lists the possible language component aspects of ITA PD curriculum.

Table 9: Language component content

Oral presentation (lecture) skills:
comparing or contrasting information
defining a term
describing a process
explaining a cause-effect relationship
establishing condition, purpose or result
narrating a chronology of events
proposing solutions
reading from texts (thought-groups, etc.)
returning tests
stating problems
using transitions frequently
summarizing the lecture

Interactive teaching skills:
asking questions (lower and higher-order)
attracting attention phrases
checking listeners comprehension strategies
resolving conflicts
giving instructions
interrupting or redirecting conversations
keeping student attention
managing classroom strategies and phrases
using phrases for guiding discussions
providing feedback for student answers
redirecting questions back to class
refuting or supporting an argument
rephrasing student questions

Intercultural communication and non-verbal skills:
addressing listeners
allowing contributions
maintaining appropriate distance between speakers
establishing (appropriate) eye contact (not talking to the board)
using effective gestures (pointing to important words, raising eyebrows, etc.)
maintaining purposeful posture (leaning on podium vs. authoritative hands on hips vs. hands in pockets, etc.)

Other:
writing comments/feedback on homework
writing test questions

Content: Academic Cultural Awareness

North American culture is often addressed in ITA programs because an understanding of culture affects ITAs' day-to-day lives as well as their working academic life. Althen (1991) posits that a newly arrived ITA must adjust to establishing new roles in a myriad of cultures which include: self (being a foreigner); family (who is perhaps depending on the ITA for support); classroom; academic department; institution; the community; the region in the U.S. and the U.S. itself. He offers a description of the "ideal" ITA, who has a clear understanding of intercultural dynamics. The balance of his article is a brief discussion of eight obstacles for the "ideal" ITA which include the heterogenous background of ITA program participants; differences in disciplines; differences in notions about learning; multicultural classrooms; orientation of cultures; differences in values and assumptions; U.S. faculty who are not well versed in intercultural communication issues; and staff in the ITA programs who are not prepared to teach "culture". There are two stereotypical points that Althen makes which are particularly disturbing, since he is claiming to inform readers how to teach culture to ITAs. These statements are:

> Second, most ITAs are not in the humanities or social sciences, where they might be expected to have an interest in matters of cultural difference. Rather, they are in the so-called hard sciences, where interest in cultural differences is less likely to be found. ... Fifth, many ITAs come from cultures that are not psychologically-oriented in the way the U.S. is, or from cultures in which people are not given to introspection in the way many Americans are. For many ITAs, all this talk about culture, differences in perceptions, adjustments, and so on, may seem unintelligible and irrelevant (1991, pp. 352 - 353)

Althen's limited view implies that "culture" is relevant and interesting to some ITAs and not others. He also implies that one's understanding of cultural differences is based on one's field of research. Caution must be taken in choosing ITA PD educators, since such biased views of how ITAs perceive culture could deeply offend the ITA participants.

However culture is defined, it is still a major component in ITA PD programming. The differences between personal and academic cultures is difficult to distinguish and is often combined in program descriptions. For example, in the University of Ottawa program, the

> Teaching and learning objectives for intercultural awareness focused on increasing students' awareness, through reading and discussing articles on the Canadian multicultural experience, of what was expected of them as foreign students working as ITAs in a Canadian academic milieu. Student/professor roles, teaching and learning styles, forms of address, punctuality, rights of authorship and male/female relations in a work environment were important discussion topics (Feldberg, 1995, pp. 5-6).

Academic culture is difficult to pinpoint, though the earlier discussion of the culture of the classroom is helpful in understanding the culture of particular departments. Sibley (1993) maintains that there are two academic cultures that faculty belong to: the university or institutional "enterprise" and the discipline or field of study. Sibley has observed a major change in the life and work of faculty since "the disciplines have come to assume clear primacy over the enterprise, owing to the great success they have enjoyed in the front-line tasks of acquiring and disseminating new knowledge" (1993, p. 118). Understanding and then feeling comfortable in academic and Canadian culture will likely be a life-long learning experience for ITAs.

Department-specific cultures need to be explored also. For example, in one ITA PD session while we were discussing the use of overhead projectors and how preparing overheads beforehand would allow ITAs to pay more attention to their language and audience, the Math ITAs were particularly resistant. One finally exclaimed, "Blackboards must be used in Math class! It's our culture!" I do not know if that is written in slate, but I did observe that most of the rooms in the Math building had blackboards on all four walls.

Academic culture also involves competition: competition for research funding, grades, knowledge generation, tenure, awards, national and international recognition and even popularity with the students. Li, the Chinese ITA in Smith's (1993) case study, acted as a cultural observer of departmental interactions and often sought explanations of actions. For example, Li "wanted to understand the cultural basis of competition between graduate assistants in discussing their discipline. This understanding helped him to word a point of disagreement carefully as he attempted to fit in and maintain status as a competent teaching assistant" (p. 158).

The topic of academic culture is closely linked with three program format concerns: whether the programs should be department-specific or campus-wide; who the instructors in the ITA PD program should be; and when the ITA PD activities should occur. These program format options have impact on pedagogical and "language" components of the ITA PD activities.

Format: Campus-wide or departmental PD programs?

The placement of an ITA PD program in either a specific department or campus-wide instructional centre or ESL program is vital so that some unit can claim "ownership." Ideally, "ownership" for ITA PD programs should be in the hearts of all university administration and academics; however, that is the ideal.

When considering which format to use, it is necessary for program planners to have a thorough understanding of their institution's culture (planning context), student demographics, client system, needs of the stakeholders, the general intended outcomes and funding options. Much of the early American ITA (see Bailey, Pialorski, & Zukowski/Faust, 1984) and TA literature described various program formats, and these were useful for other institutions as they implemented their ITA PD programs. It is clear that institutions differ in many aspects, so "an approach successful in one may be precluded for a lot of complex reasons in another" (Kaplan, 1989, p. 116). It is up to institutions to discern which format is most appropriate.

The University of California at Los Angeles has found that departmental TA programs have been more effective, so they direct most of their resources into departmental programs. Loeher shares that

> At one time we offered campus-wide training programs for our 1,400 TAs that drew a total audience of six, despite widespread advertising and the presence of well-known authorities. In our second effort, the exact same presentations offered at the departmental level without the advertising, consistently drew 80% to 90% of TAs (1987, p. 107).

ITA PD program developers certainly can look at the experience of DTA PD activities on their campus to inform where they should place the ITA PD activities. For example, at the University of Toronto, academic activities are very decentralised. TA PD is a departmental, not institutional, responsibility. The CUPE union agreement is that training is only required for first-time appointees, though many academic units provide PD support for all TAs (Confidential source). Given that decentralization is a dominant cultural factor at the U of T, it would be appropriate for ITA PD activities to be departmental.

On a teaching and learning level, departmental ITA PD may be effective. Donald (1986) has suggested that PD research and practice should focus on "developing conceptual frameworks for understanding the learning task in a particular discipline or course" (1986, p. 81). The challenge is to discern how intellectual skills relate to knowledge structures. For instance, do the ITAs in a physics class and the ITAs in a history class need to employ different teaching strategies while helping their respective students develop critical thinking skills? Donald's challenge to rethink teaching and knowledge implies that ITA PD would be more effective with TAs grouped in their own discipline or knowledge framework.

English for Specific Purposes (ESP) proponents would support department specific PD. Parallelling Donald's work, applied linguistic research in discourse structures of text in specific knowledge frameworks has also begun. Kaplan posits that this research "is central to understanding the discourse in academic disciplines both with respect to peer communication and with respect to communication in the classroom with novices [to the discipline]" (1989, p. 122).

Concerns of inequity of ITA PD provision across campuses, however, are equally important. If departments provided the ITA PD activities, the priorities or incentives for effective teaching will likely influence the quality of the program offered within a given department. Therefore, for example, ITAs in physics may have nominal PD support (one day orientation), whereas ITAs in education may have extra workshops, language support and peer-mentoring arrangements. Likewise, sources for PD funding would also influence the types of ITA PD activities provided by individual departments. Departments, such as computer science, which have established partnerships with industry and business, would be able to secure funding for ITA PD much easier than departments with few external funding options, such as the History department.

Department specific ITA PD is consistent with "academic culture" though, in that "academic organizations are increasingly fractured by expertise, rather than unified by it" (Sibley, 1993, p. 188). Thus, faculty and administration in the departments may support department training more because of this close knit identity factor. On the other hand, it could be argued that ITA programs should be campus-wide in order to facilitate interaction between these isolated academics. The current ITA PD activities in Canada (listed in Appendix A) are all offered to ITAs campus-wide.

Instructional skills practice activities and discussions can be more informative for ITAs if there is a representation from different disciplines. The opportunity for ITAs to discern which teaching methodology is more appropriate in a given situation is enhanced when ITAs can discuss their particular class formats and instructional objectives. For example, one biology ITA often expressed negative views of lectures, and claimed she did not need to learn to lecture because her duties were more supervisory and interactive (Her labs gave me to opportunity to observe how one demonstrated dissecting a cat). After her expression of resistance during one session, I was surprised that ITAs from Computer Science, Forestry and Statistics persuaded her that lectures had an important role for information transmission. They supported their arguments with specific examples of decisions they had made about when to use lectures and when to be more interactive while they were planning their lab sessions.

A challenge for ITA PD educators in campus-wide programs is to discern how much attention is drawn to discipline- or department-specific language and content. In most ITA PD activities, ITAs work on presentation skills and to make the practice relevant, the content of their presentations is to be discipline specific. It was found in an evaluation of the University of Ottawa ITA Oral Communication course, that "despite the challenges [ITAs] faced as listeners to field-specific presentations (lack of background, difficult subject-matter, poor aural comprehension), no [ITA] suggested dropping the "field-specific" aspect of presentation topics" (Feldberg, 1995, p. 12).

In evaluations of ITA PD programs, ITAs often comment that having campus-wide involvement has been an enriching experience for them personally and professionally. The close knit community in some departments may inhibit ITAs in expressing concerns. One ITA in the Winter, 1994 UBC ITA PD program stated that what s/he liked about the course was "1) It was a good chance to discuss issues and problems more freely because it's out of the department discussion, and 2) we could share each other's view - know more about what happens in other situations and departments" (UBC ITA Course binder).

The social benefits of ITA PD programs are enhanced if ITAs from across the campus participate. The phenomenon of ITAs clustering together in departments, usually in cultural and linguistic groups, needs no elaboration. Furthermore, one UBC graduate student who I had previously taught English to in Beijing, China, lamented how her English abilities had regressed because she often worked alone or with other Chinese graduate students. The opportunity to interact with ITAs from other departments and other cultures adds a language skill development and cross-cultural dimension that most English native speaking TAs can not begin to appreciate.

Buerkel-Rothfuss and Gray (1991) conducted an extensive national survey on the state of TA training in the U.S.A. Their final analysis was based on useable questionnaires from 50.8% of the population of 323 American graduate school deans. The 1,112 department heads and chairs that were asked to participate in the study were randomly selected. Of those that responded, 339 indicated that they employed graduate TAs. The research team found clear differences regarding time and content between the campus-wide and department training programs that were reported. "The typical department used one week for training prior to teaching, and the typical campus-wide training program consisted of a one-day session" (p. 36).

The earlier assertions about special department identity, could be supported with Buerkel-Rothfuss and Gray's finding that the content of department training programs varied considerably. Only the topic of grading/critiquing assignments was reported by over 50% of the chair/heads.

> Four other topics cited often were course policies and procedures, classroom management, classroom climate and rapport, and teaching strategies. In sharp contrast, ten topic areas were cited by half or more of the graduate deans, suggesting more consistency among campus-wide programs (1991, p. 36).

Length of time devoted to ITA PD certainly influences content, and important opportunities for ITAs to practice instructional skills that they are unfamiliar with. The timing of the program in the academic year will also influence the decisions of program content and activities.

Format: ITA PD Scheduling

The five main types of ITA PD activities represented in the ten Canadian institutions (with a total of 13 activities) are orientation, pre-instructional, in-service, follow-up and self-access. The Canadian program formats differ significantly from the American programs in which coursework is usually required for the ITAs who do not pass the mandated screening process.

Orientation ITA PD activities usually occur before ITAs enter the undergraduate classroom. ITA PD workshops which occur during the campus-wide TA orientation at McMaster, Ottawa, and York are brief. The first ITA workshop at Queen's was offered in the beginning of the winter term (January 22, 1997), so it is also classified as orientation.

The University of Victoria ITA PD is classified as a pre-instructional program. A pre-instructional program would require international graduate students to participate and "pass" an ITA PD course before instructing in the classroom. The University of Victoria English Language Center (ELC), which has initiated leadership on their campus for ITA PD, has designed an instructional performance test for international graduate students. The SPEAK (revised institutional version of TSE) is taken first, and then the performance test is administered. The students who participated were selected by their departments as those who were most in need. Current ITAs and those wishing ITA positions are involved. The process was designed to identify the students who possessed basic language skills, but were deficient in the basic communication skills that are required for effective instruction. (Students who had less than basic skills were directed to ESL classes to address underlying language proficiency problems). After the international graduate students took the course, they were re-tested using the performance test. The University of Victoria initiatives have the complete and continuing support of the Dean of Graduate Studies.

In-service programs are held while ITAs are teaching, so the time commitment on the part of the ITAs and ITA PD educators is more demanding. Table 10 highlights advantages and disadvantages of in-service programs. The nature of the in-service programs at SFU, Western Ontario and York are similar to the UBC program on which this analysis was based. Even though the focus of the current UBC PD for ITA is instructional skills, these concerns relating to program scheduling remain.

Table 10: In-service ITA PD characteristics

Advantages of in-service programs	**Disadvantages of in-service programs**
ITAs are "settled" into daily and academic life	ITAs are very busy
Context relevant ITAs "know" their duties	Sessions begin after they've started teaching. First impressions are made. ITAs have established a relationship with their class.
ITAs have prior experience (home country and Canada)	
ITAs indicate what is relevant	
Facilitators are not reliant on having a content specialist in the sessions	
Work very closely with departments	Hard to set up administratively (Time, politics, awareness of issues)
Emergent Curriculum	Emergent Curriculum
Facilitators can see if ITAs need reality checks ("I don't have that problem" is verified in observations)	

(Source: Beaumont & Penner, 1993)

The programs at Calgary and Manitoba are classified as in-service because they are held while ITAs are teaching; however, their focus on language would have limited impact in instructional skill development.

Informal follow-up activities presumably occur on all the campuses now, if ITA PD educators are available as a source of feedback and general support after the ITA PD course. One example of a formalized follow-up activity occurred at UBC in Winter, 1993. Many of the ITAs in the Fall 1992 ITA course were from a department which strongly supported the ITA PD program. As a result, the department provided funding and space for an ITA facilitator to hold weekly follow-up discussion sessions within the department building. ITAs from other departments were also welcome to participate. Several of the ITAs who frequently came to the open sessions, were not as interested in solving instructional problems, but rather wanted speaking practice.

Self-access ITA PD activities include providing a reserved collection of resources for ITAs in a PD library, campus-wide library, graduate student resource center, or even a language laboratory. The materials could include articles about DTA and ITA issues, specific language support/pronunciation materials, ITA course textbooks and communication skills videos and tapes. The University of Ottawa has already established a permanent resource collection in their Second Language Institute student resource center. Another exciting development in self-access ITA PD is Wendy Feldberg's innovative ITA course website development. I believe this is the first on-line initiative for ITA use in North America.

The scheduling and format of the ITA PD program could be the main factor which determines voluntary participation of ITAs. For example, this portion of an ITA PD program report at OLCR U explains the low initial enrollment and the subsequent attrition that occurred.

> There is no doubt, judging from our two-year experience of offering this course at OLCR U, that students do need and do benefit from the experience. The trick is to attract more of them to take it and I believe this could have a lot to do with scheduling it at a more convenient time. ... I believe that the course would be far more successful if offered earlier in the year — the winter term is just too busy for most graduate students. We need to catch them early in the year when they are most concerned about their language skills and the motivation is high. I recommend that the course be run from late September to mid-December, with follow-up discussion sessions in the winter term designed to help students problem-solve around language issues in their teaching (Confidential source).

In summary, we see that most Canadian ITA PD activities view instructional skills more importantly than English language proficiency. For example, Beaumont describes the UBC PD for ITA program as developing presentation skills and cross cultural skills in the Canadian teaching and learning context (personal communication). These goals are important for everyone instructing in higher education. Ideally, because of the distinctiveness of ITAs, instructional development experts, language experts and discipline knowledge (content) experts will coordinate efforts and resources in designing ITA PD program initiatives. The actual facilitation or instruction in specific ITA PD activities are usually done by one person. Are there enough capable educators who have expertise in these three areas?

Format: ITA PD Educators

The term "educators" is used in order to highlight the role of the people who instruct in the ITA PD activities. ITA PD is mainly concerned with effectuating change in participant's instructional skills as well as providing opportunities to articulate their views of teaching and learning. Many ITA PD activities involve reflection and decision making about appropriate cross-cultural communication strategies and instructional methods. Institutions usually grant titles according to their own system, and the list of possible titles for instructors in ITA PD programs include: trainers, teachers, professors, instructors, PD developers or practitioners. I have chosen to use ITA PD educators.

The debate about who should instruct in the ITA PD is based on concerns of who can best educate about content knowledge domains, language proficiency and instructional skills. ESL instructors who are not familiar with science may not be able to determine if an ITA is really conveying the information well. Hoejke and Williams call this "domain-specific competence" (1992). For example, an Engineering ITA from Iran may be explaining fuzzy logic to the students. The ITA may have excellent presentation skills, and may use many discourse markers to enhance the coherence of the message. However, the students may be completely confused because the ITA's ordering of the information was not what they expected (this brings us back to the discipline-specific knowledge frameworks and cultural ways of knowing). Perhaps, the explanation would be perfectly organized for Iranian students, but the students in the multicultural Canadian class are expecting a "logic" that is similar to their other professors' explanations.

However, ESL educators play an important role in understanding the ITA's communication difficulties. Most ESL educators have experience distinguishing which communication problems are "cultural" versus "linguistic." Their livelihood depends on their "ESL ears" which can understand almost any message - with abundant pronunciation and grammar errors. However, many ESL educators come from a social sciences background and may not have the undergraduate experience in science classes, nor the background knowledge necessary to determine if ITAs are communicating the content effectively.

The department professors would have the "content", but as many claim, they may not be innovative in instructional skills matters. Several ITAs in the UBC PD for ITAs sessions I facilitated reported that they had expressed their frustration with teaching with their professors. The guidance they received wasn't as supportive as they had hoped. The advice they received included phrases such as, "Sorry, it's sink or swim"; "You'll figure it out as you go along" or "Just do your best, that's all we can ask." a common perception of PD providers is that the lack of systematic preparation for teaching is a result of many forces, one of which is, "a strong belief that if scholars know their disciplines, they can automatically teach them" (Nyquist, et al., 1991, p. xii).

Undergraduate students are a group of "experts" that are often left out of the planning process and the ITA PD education process. They are a significant part of the classroom context and as research has shown in the U.S., they are sometimes an important part of the "ITA problem." At the University of New Mexico, Civikly and Muchisky (1991) report on a very complex way that they involved undergraduate interns, U.S. graduate assistants and ITAs. Two undergraduate interns were matched with one ITA. They met twice a week, once to visit classes and the second time to discuss cultural, class and personal matters. One graduate assistant taught the ITAs English and the other graduate assistant met with the undergraduate interns to review their class observations and discuss cultural and instructional matters. Two faculty coordinators supervise the program and lead training team meetings.

The University of Delaware also hires undergraduate students as their primary resource for authentic cross-cultural training. Schneider and Stevens explain that the program is held in the summer and the undergraduates are trained to function in four capacities:

> (1) as co-raters of the University of Delaware Instructional Assessment test; (2) as coaches and models of US speech and non-verbal behaviour; (3) as "students," i.e., a real audience, to provide cultural context and verisimilitude for ITA microteaching sessions; and (4) as critics and resources for authentic cultural information (1991, p. 362).

These roles are important in the PD process for ITAs, and they are useful in getting students prepared for the cross-cultural classroom. Undergraduate students will also know that their university is taking measures to improve the quality of instruction. Furthermore, their involvement will provide opportunities for universities to operationalize the benefits of internationalization. Schneider and Stevens also conclude that these students "can educate their peers about the value of using ITAs for instruction and about tolerance for 'foreignness.' For truly ITAs can never finally close the cultural gulf before them unless their students are willing to step on the bridge to meet them" (1991, p. 367).

Conclusion

This chapter has discussed a wide variety of issues and questions that relate to the content, timing, and staffing of ITA PD programs. A synthesis of much of this material will be presented as final recommendations in Chapter Ten. The next element for consideration is evaluation. Is there sufficient research that shows that the training is actually effective? How is it possible to measure something as elusive as 'changed attitudes" or "improved instructional skills?"

Chapter Eight: Evaluation of Programs

Evaluation, as defined in most of the literature "is making judgements about the value or worth of a program" (Sork & Caffarella, 1989, p. 241). The evaluation process is dependent upon who wants the program evaluation completed. For example, if the purpose is to maintain funding, then different data may be needed than if the purpose is to see if the ITAs thought the ITA PD activities were relevant and useful. Furthermore, the questions that focus the evaluation can fall into at least seven categories of evaluation. Cervero's (1984) categories of evaluation include design and implementation; learner participation; learner satisfaction; learner knowledge, skills and attitudes; application of learning after the activity; impact of application of learning; and activity characteristics associated with outcomes. The techniques for collecting evaluation data include observations, interviews, written questionnaires, tests, product reviews, performance reviews, organizational/community records and documents; portfolios, and cost-benefit analysis (Caffarella, 1994). The costs of evaluation depend on the format employed. Evaluation will become more important as demands for accountability and customer satisfaction are increased. ITA PD is being first promoted at some Canadian universities at a time when fiscal restraints are the deepest. Being able to prove that ITA PD "works" is imperative for promoters of ITA PD.

Usually, the objectives of a program are first used to determine the evaluation process. As discussed earlier (Chapter Six), the Canadian ITA PD activities seem to use the intended outcomes (purposes, process, and content of the ITA PD program, as well as the benefit for the ITAs). Because the outcomes of the ITA program are difficult to "objectify", they are equally difficult to evaluate. Since the ultimate goal or "bottom line" of having ITAs employed in universities centres on teaching and learning (from teaching and research), I will focus on elements of evaluating the program in terms of the ITA's "transfer of learning." The most important aspect of the evaluation of ITA PD is whether or not the ITAs improve their instructional skills, increase their cultural awareness and improve their language skills. If the ITAs improve in these areas, the question remains whether they are able to transfer this learning to their teaching practice.

Transfer of learning is defined as "the effective application by program participants of what they learned as a result of attending an educational program" (Caffarella, 1994, p. 108). For ITA PD planning, it is imperative that transfer of learning is considered in the ongoing activities as well as after the ITA PD, as in follow-up activities. Evaluation reports, in terms of transfer of learning, are almost nonexistent in the ITA PD literature. In the American ITA PD experience, evaluation of ITA language proficiency progress, not necessarily transfer of learning, is usually an element within the PD process. In the programs that are mandated, the ITAs must meet certain criteria before they are able to take on TAships and teach in the universities. If they do not pass the screening, there is a required or voluntary follow-up activity (training). As part of the PD process, they must "pass" the course. This elaborate pre-instructional screening process does not exist in Canadian universities, and information given to me did not indicate that ITAs were required to "pass" the ITA PD activities. The University of Victoria ITA PD activities are an exception, as they are closest to the American experience (see Appendix A).

Evaluating the transfer of learning should not only focus on the ITAs. Cervero distinguishes between application of learning after the activity and the impact of the application of learning, which are based on Grotelueschen's first and second order effects (cited in Cervero).

> First order effects are the accomplishments of those who share in the direct experience of the workshop - for example, learners and instructors. Second-order outcomes are one removed from these people. Second-order effects represent the impact of first-order effects on other people or institutions. ... Did the students of community college faculty who attended the workshop learn more effectively because faculty attended the workshop (Cervero, 1984, p. 63)?

First order transfer of learning questions related to ITA PD include: Is the knowledge of instructional skills reflected in the ITA's behaviour in the classroom? Is the ITA using interactive teaching techniques appropriately? Is the ITA using more cohesive devices to link the information together while lecturing or presenting information? Is the ITA able to communicate more effectively? Is the ITA using strategies to compensate for his/her difficulties in communicating in English? Does the ITA feel comfortable in this new academic culture? Second order transfer of learning evaluation questions include: Do the students of the

ITAs who took the ITA PD learn more effectively? Do the students learn more effectively because the ITAs participated in the ITA PD? Have the cross-cultural communication skills of the students improved because their ITAs participated in the ITA PD? Over the long term, have the student ratings of ITAs improved after the ITA PD activities have been established on campus?

Caffarella (1994) urges program developers to plan for learning transfer rather than assume it will happen. Some researchers believe that much of training time and money is wasted, "because most of the knowledge and skills gained by workers (well over 80% by some estimates) is not fully applied by those employees on the job" (Broad & Newstrom, 1992, cited in Caffarella, 1994, p. 109). She also believes that it is no longer viable or ethical to leave the application of training to chance because many of the issues and concerns that are addressed in adult education programs are crucial to the lives of people (e.g. health-care reforms, restructuring of public education). Is ITA PD a life or death situation? Yes. In many science laboratories, students' lives are at risk if an ITA (or DTA) does not clearly explain the safety procedures of certain chemicals and equipment. The third reason that Caffarella offers is that "many people need assistance in reflecting on and planning for changes that must be made in themselves, other people, organizations, and/or society before what they have learned can be translated into concrete results" (1994, p. 109).

Factors which enhance and act as barriers to the transfer of learning are also summarized by Caffarella (1994). Table 11 highlights Caffarella's categories of influences, with my own application to the ITA PD context.

Table 11: Enhancers and barriers to the transfer of learning

PROGRAM PARTICIPANTS
ENHANCERS
ITA's previous learning and teaching experiences contribute to cross-cultural classroom
ITAs are motivated to learn how to fit into Canadian academic life
ITAs view ITA PD as relevant because of their unsuccessful experiences so far
Involve self-assessments throughout the ITA PD process
BARRIERS
ITA's language proficiency is too low to carry on basic instructional duties
ITA's are unwilling to change previous instructional practices
ITAs are too busy to reflect on how to implement changes
ITAs are not at all interested in teaching (prefer to be researching)
ITAs are unreceptive to eternal suggestions to improve their teaching
ITAs perceive Canadian students as lazy, racist, ignorant

PROGRAM DESIGN AND EXECUTION
ENHANCERS
Involve key people (administration, departments) in the planning process
Include practice activities of instructional skills (in-service)
Include observations of ITAs in their own teaching context
Instructional skills & attitudes are modelled by ITA PD educators
Include formal or informal follow-up access to ITA PD educators
Include undergraduate students in the ITA PD program
Provide mentors for the ITAs
Develop refresher sessions for ITAs
BARRIERS
Lack of emphasis on application of instructional skills
Include unrealistic or vague suggestions for application of skills to the classroom
ITAs are required to pay cost-recovery fee
ITA PD is scheduled during mid-terms

PROGRAM CONTENT
ENHANCERS
Is practical and relevant (based on needs assessment of each class)
Builds on previous knowledge and previous/current experience of ITAs
BARRIERS
Content is not relevant to ITA's field of study (science labs vs. history tutorials)
Focus may be irrelevant, as in pronunciation instead of a focus on instructional skills
Intended outcomes are not covered, although promised
A focus on language is viewed as remedial rather than communicative

(table continues)

Table 11 (continued)

CHANGES REQUIRED TO APPLY LEARNING

ENHANCERS
- Are doable and realistic
- ITAs are allotted enough time to develop the new skills before being evaluated
- The department/class in which TAs will make changes is supportive

BARRIERS
- Changes are too disruptive to present practices/routines in labs/classes
- Changes are too difficult because of the ITA's language proficiency

ORGANIZATIONAL CONTEXT

ENHANCERS
- University administration supports ITA PD (financially and philosophically)
- ITA PD is a line item on the university's budget
- Tangible rewards for excellent teaching are present ("TA of the Year")
- ITA PD is recorded on the ITA's transcript as non-credit (or credit!) course
- Department professors are involved in follow-up activities
- TA Union supports ITA PD
- Support groups are developed for all DTAs and ITAs in a department
- Undergraduate students are willing to "go the extra mile" in communicating with ITAs

BARRIERS
- Teaching is not valued in the department/ university
- Rewards are given for research (but not teaching)
- TA PD is viewed as punishment for poor skills rather than something for everyone
- Undergraduate students are lazy, racist and ignorant

(Adapted from Caffarella, 1994, p. 111)

The ITA PD program planners and educators can do as much as they can to facilitate the transfer of learning; however, it is still up to the ITA to learn and implement changes within his/her work. Furthermore, in most Canadian programs, it is still the decision of the ITA to participate, so perhaps ITA PD in Canada is only reaching those who have recognized their needs and are willing to take risks and participate in an ITA PD program.

The task of collecting data to see if the transfer of learning has occurred is often costly, and time consuming. Cervero (1984) suggests that self-reports, observations and archival document analysis are three methods that could be used to determine the first-order effects of educational activities. Self-reports, asking the ITAs to report what they have learned, is the least costly, but it also produces the least valid results. Hayward's summary of her work with the four UBC ITAs she interviewed exemplifies how ITAs see the transfer of learning differently. Her question was: "How does what you did in the course help you in your TA duties (office hours, labs, tutorials, marking)? Can you give some examples?"

> TA-A
> Maybe using things from the course unconsciously
> Knows she was influenced but can't think of specific examples
> TA-B
> Getting clarification from students about their questions
> Making small talk before class
> Pronunciation - improved from work in the language lab
> Has more confidence than one year ago
> TA-C
> Introductions, slowing down when using terminology that may be new
> TA-D
> Learned how to get students to stop chattering — to get their attention
> Making confirmation checks — asks the same question from a different aspect (Hayward, 1993, p. 9).

This information is informative to the ITA PD educators, but it is unlikely that based on these self-reports alone, administrators would guarantee continual ITA PD program funding.

Observations of the ITAs in their classes is more time consuming (thus more costly); however, they are more valid in determining if change has occurred. The ITA PD educators are often the first to observe the ITAs in classes; however, others on the campus could be involved. After the ITA is more confident, the department supervisors, peer ITAs and DTAs and trained undergraduates could provide feedback to the ITAs. However, if ITA PD planners were to claim that the ITA PD program was instrumental in changing a particular ITA's instructional behaviour, then it would be necessary to have a similar pre-ITA PD course observation and report. The timing of the post-course observation is also significant. At the Fourth National TA conference in Oakbrook, I spoke with an ITA from Sweden about the usefulness of the in-service ITA PD activities at his American university. He said that while he was taking the course, he made the changes that he felt the observers would be looking for (to pass the observation), but he really did not feel ownership. His first year's focus was on survival! During his second ITAship, he noticed that he was doing things differently, and many of the changes were based on activities or discussions in the ITA PD program (personal communication). This sense and degree of "ownership" is a crucial element of an ITA's "progress."

Documents, which can also be used to see if the ITA PD activities have had an impact, include student rating forms, drop out rates from ITA classes, and student grades. The most extensive longitudinal project that researches the effectiveness of ITA training has been done by Briggs and Hofer at the University of Michigan (1991). Their study examined whether end of term undergraduate student ratings (their measure of perceived effectiveness) of DTAs and ITAs changed after the university's resources for testing and training were increased. They went back through records and retrieved student ratings data of first time chemistry, economics and mathematics ITAs and DTAs, who were rated after their first and second terms of teaching in the 1983-84 academic year. This time period was before substantial ITA screening and PD was implemented at the University of Michigan. They compared this data with comparable groups in the 1987-88 and 1988-89 academic years. Briggs and Hofer found that the gap between DTA and ITA ratings, after one term of teaching in 1983 - 84, narrowed in 1988-89 while ratings after two terms of teaching were virtually identical. They attribute this to mandatory training and increased follow-up training for language deficient ITAs. The researchers suggest that it may not be prudent to generalize these findings from a relatively small sample of ITAs.

This valuable analysis of student ratings is difficult to replicate; however, if ITA PD program developers "plan" for evaluating the transfer of learning, these kinds of data can be collected as soon as the program begins, making longitudinal research much easier. If the ITA PD program planners formulate an evaluation plan while they are planning and conducting the ITA PD, they will be able to collect data which will be useful for their purposes and intended audience.

The second order application of learning, or impact of ITA PD on the students, has been discussed to some extent in the section on student views of the ITA needs (Chapter Three). It was evident from the research discussed there that American students had a wide variety of "problems" with ITAs. It was also suggested that undergraduate students were part of the "ITA problem," so activities which included them and encouraged them to develop cross-cultural communication skills would be beneficial. However, it is still difficult to determine if changes in student's learning, attitude and communication skills can be directly attributed to ITA PD on campus.

Since ITA PD in Canada is not yet mandated by provincial governments or universities, it is equally important to consider the "failures" of some proactive ITA PD initiatives. This is an example of OLCR U which shows that personnel are making efforts to provide ITA PD, but it is not "working."

> We organized a special workshop for ITAs. The Faculty of ____ sponsored it and I know they went to considerable effort to market it to their ITAs (they didn't have a mechanism to make it compulsory). We scheduled it about three weeks into term as that was appropriate for the content. Well, the response was zip - nobody came. Understandably the Faculty of ____ was not eager to repeat that dismal experience and neither was the workshop leader (Confidential source, Feb. 1997).

It would be inappropriate for me to evaluate why the ITAs did not come, since this is the only information I received. The lack of funding and departmental support which are often barriers to ITA PD initiatives, are not factors in this "dismal experience." The important evaluation question for this ITA PD team is, what can be done to ensure participation in a voluntary ITA PD program?

Chapter Nine: Funding and Promotion

In order for ITA PD activities to maintain their existence, promotion and funding of the ITA PD are the two most crucial administrative matters that program planners must consider. There is an interdependence of the two topics, and both must be considered throughout the planning, implementation and evaluation stages.

Funding

Data about costs and institutional support for ITA PD programs are difficult to document since some providers may not have access to the data. When I requested information for the initial ITAsCAN list and Current ITA PD Activities table (Appendix A), I did not request funding details because I was aware that it is a sensitive topic on some campuses. Byrd, Constantinides and Smith (1990) conducted a nationwide survey of 43 American institutions which offered ITA PD, and part of their title, "Patchwork quilts of funny money," indicates the complexity of the sources. Because of a sensitivity on some campuses toward extra funding going to foreign students, especially in a time of limited resources, Byrd, Constantinides and Smith guaranteed confidentiality for the institutional representatives. In order to get more accurate information, the researchers sent the representatives the survey and subsequently discussed the answers over the telephone. The results from their survey will be included in this discussion since there is little data available about Canadian ITA PD funding sources.

One of the major issues in regards to funding is how much the ITAs should contribute. If ITAs are charged for the program, they may simply not participate, unless the ITA PD program has a great reputation. In Canada, some ITA PD is offered through cost recovery continuing studies programs. If ITAs must pay full cost-recovery fees, equity of access is not assured, since some ITAs have the extra funds and others do not. Some programs (UBC, Manitoba) have asked ITAs to cover the costs of materials such as textbooks, videotapes, and handouts. These costs are more tangible and ITAs may be more willing to pay them.

There is also an ethical issue if the university accepts a graduate student, offers him/her a TAship (as part of the incentive to come to the university) and then tells the ITA that he/she must pay for training, in order to keep the TAship. The graduate student may have chosen another university with or without other funding promises. Is it not the responsibility of the university to set different admissions requirements or support the graduate student it has accepted?

This leads to the issue of responsibility for funding. Departments, rather than "the university" set entrance requirements and allocate TAships. They also have the most to gain and lose, depending on the instructional skills of their DTAs and ITAs. Ronkowski , Conway and Wilde (1993) suggest that TA programs will especially increase their longevity if a campus agency has a policy which requires departments to establish and implement TA training programs; departmental TA training programs receive funding from a campus source (Graduate Division or centralized TA training program); and departments are held accountable for the funds spent on TA training.

Byrd, Constantinides and Smith (1990) found that the funding of the programs they surveyed came from hard money, soft money or a combination of the two. Hard money, an ongoing budget item, funded only four of the 43 programs they researched. Fourteen programs relied only on soft money, which is "short-term, discretionary, non-line-item, non-appropriated, non-general-fund money" (p. 10). The list of sources of soft money include: grant overhead; application fees; revenue from interest; international student fee accounts; student fee account (not tuition but other types of fees); testing fees (for SPEAK); fee remissions and waivers for tuition; end-of-year monies; improvement of instruction grants; intensive ESL program funds generated from ESL student tuition; tuition for the ITA course (ability to offer the course is based on enrollment) and last (and perhaps least) soft drink machine revenues. Twenty-two of the 43 institutions they surveyed used a combination of soft and hard money. For example, an instructor may be paid from appropriated funds, but all the other expenses are through soft money sources. "Three program administrators did not know the type of funding being provided by their institutions and were unwilling to discuss the matter with the dean or vice president who was the ultimate source of the money" (p. 11). This analysis of the American context exemplify how uncertain the funding sources are. It is particularly disturbing in a context where the government or university has mandated screening and/or training, but has not followed through with funding support.

The Canadian ITA PD developers will have to be creative as their ITA PD activities are proactive rather than reactive. Two Canadian institutions have been able to get funding support from a major bank. For general TA training at McGill, "the central administration submitted a proposal to a major Canadian bank based on the Centre for University Teaching and Learning annual reports. As a result, a substantial award has been granted to be used explicitly for teaching improvements projects" (Saroyan & Amundsen, 1995, p. 17). The Royal Bank of Canada funds the pronunciation support that is offered to the ITAs at the University of Calgary. The money is part of a donation that was designated for teaching development.The potential to get funds from industry is easily rationalized. For example, industry and the business community want university graduates who can communicate on a wide variety of levels. If they are convinced that the international graduate students are contributing to much of the industrial research that is conducted in Canada (which they are), then industry may be willing to financially support the communication and/or instructional skills of the international graduate student researchers/TAs. Since the Canadian federal government seems to be attaching more importance to internationalization and foreign student recruitment, there may be a source of funds through special government affiliates, such as the Canadian Bureau for International Education (CBIE).

The ideal is to have a continued and guaranteed source of funding. Funding from student special interest groups, alumni, and faculty women's associations will not be enough to sustain a program. Even with special grants, applications must be made yearly and there is constant anxiety about the continuation of the program. If ITA PD program developers are not guaranteed sources of funding, they may not be willing to invest the time and energy to set up long term evaluation plans, meet campus-wide department staff and administration, develop a network across the campus, and provide professional development opportunities (funding for conferences) for their ITA PD educators.

In conclusion, it is very important for ITA PD program developers to convince the university community that ITA PD programs must be driven primarily by educational needs rather than economics. The ITAs must not bear the cost alone. Sork challenges program providers to consider, "is it ethically defensible to set fees using an established pricing policy knowing that those who might benefit the most will be unable or unwilling to pay" (1988, p. 45)?

Promotion

Promoting the ITA PD program to the university administration, departments, ITAs (as exemplified in the "dismal experience" shared in the last chapter), and undergraduate students is specially challenging if attention to ITAs has been minimal on campus. Most ITA PD programs in Canada use the term 'International TA' rather than the ITA acronym, because many in the university community have not considered the distinctiveness of ITAs. This portion of the paper will highlight some measures that Canadian ITA PD providers can implement to encourage ITAs to participate in their programs. ITA PD providers could convince the university of the value of their program if they promoted their services well. For example, if there is a demand from ITAs for ITA PD, then the various university units would be more convinced to supply ITA PD.

On all Canadian campuses, ITA PD is voluntary, although some departments have been known to refer ITAs with threats of discontinued work if they do not "improve" after the PD experience. This could be classified as a significant barrier or enhancer to the transfer or learning for the ITA. If the ITA PD program is well established and respected among ITAs and departments, an ITA "under threat" will be more willing to participate in the program.

The following recommendations fall under a variety of categories, but they are mentioned in this chapter, rather than the last chapter, because they are meant to promote the participation of ITAs in professional development activities and to promote the ITA PD activities to the university community at large.

- It is best if the pre-program needs assessment can be conducted with a wide variety of people on the campus since this ensures that many units are aware of the ITA PD initiatives (see Appendix C). This will also reveal who is most supportive and non-supportive of the ITA PD efforts.
- Once a plan is established, someone from the ITA PD program could visit each department which has ITAs and promote the ITA PD activities with department secretaries, academic advisors, professors and students. Presentations at department meetings will provide the opportunity for deans to offer suggestions and ask questions. A personal approach is much better than a glossy flyer. Furthermore, when people have questions about the program, they have a sense of who they are talking to.
- Once a plan is established, the marketing unit of the university can be consulted or actively involved in the promotional efforts.
- Non-credit courses could be listed in the university calendar in the graduate student services section or mentioned in the listings for each faculty, especially if they are campus-wide. This is because most ITAs in science may not look at the communications, ESL or continuing studies offerings unless they are directed (or enticed) to do so.
- Offering credit courses will greatly enhance the involvement of ITAs in courses for graduate students on teaching in higher education. Piccinin & Picard (1994) conducted a national survey on credit courses on university teaching which were offered in Canadian universities. Their report focuses on activities at six universities (Dalhousie, McGill, Victoria, York, Western Ontario and Windsor). There are other institutions that offer similar courses, especially through adult education programs in the Faculty of Education. As mentioned earlier, the University of New Brunswick's diploma course could also be considered a model for those considering this approach. Establishing credit courses for undergraduate students on university survival skills (University 101) has been promoted and established (Chapman, 1993). Therefore, establishing credit courses which support

the effectiveness of teaching (and survival of TAs) on campus should be relatively easy to rationalize.

- If the course is non-credit, then a record on the ITA's transcript will indicate to the ITA that this program is important. It is also very helpful to have this form of documentation of involvement when ITAs are looking for an instructional post. One- or two- hour workshops would not merit this attention, but it could be possible for longer orientation (three days or so) or in-service programs. If the university offers several workshops, etc. a certificate could be issued which indicates which ITA PD activities the ITAs participated in.
- A brochure outlining the ITA PD activities could be delivered to all departments, student groups and the international office. Having a flyer included in the welcome package for International graduate students would also be extremely effective.
- Campus newspapers and department newsletters are an essential means of promotion. Articles could be written about international students in general, cross cultural issues, the roles of ITAs, the challenges of being an ITA or, especially announcements that an ITA has received a departmental TA award. It is important in Canada's thrust for "internationalization" to inform and educate the multicultural undergraduate student body about the experience of international students on our campus. Each campus has it's own set of student and university administration based public relations publications. For example, student newspapers at UBC include the Campus Times, the Ubyssey, the Graduate, and Perspectives (a bilingual Chinese-English paper which serves the Chinese communities at UBC, SFU and various colleges). Several departments have newsletters and the Science Undergraduate Society has its own newspaper, 432. The university administration publishes UBC Reports, which is sent to the surrounding Vancouver neighbourhoods and it has the Chronicle, a publication from the Alumni Association.

Promoting ITA PD initiatives is an excellent public relations measure for universities since it shows that they are supporting efforts which enhance the quality of instruction on campus. A positive and proactive promotions approach will serve to promote the program among ITAs and the university community, as it will express what is really happening - positive and proactive professional development activities.

Chapter Ten: Recommendations

The purpose of my research was to document the ITA PD activities as they exist in Canada and to discuss the issues related to ITA PD through a program planning framework. Throughout the text I have praised initiatives, offered suggestions and described the activities in Canada in relation to the ITA PD programs in the United States. As I complete this analysis I am more convinced that the trends toward internationalization, demands for accountability and consumer satisfaction will force universities to take measures to improve the quality of instruction by providing more professional development opportunities for professors, DTAs and ITAs. It is up to the ITA PD program planners to ensure the PD opportunities are optimal for ITAs. I trust that I have convinced the readers that ITAs are a distinct group which provide special opportunities to enhance cross-cultural communication strategies for everyone on our campuses. However, they require more attention than DTAs because of their previous educational experience, lack of awareness of Canadian academic culture, and for many, their low language proficiency.

The following recommendations support the recommendations that have been made within the text of the paper so far. Some additional information will be given for some points, but most of it is based on a synthesis of the ITA PD descriptions and issues presented already.

1. Language proficiency of international graduate students

I recommend that universities maintain the TOEFL score that they have set for entrance requirements, but I suggest that they also request that prospective graduate students take the TSE, which is a measurement of their communicative competence. Experience and research (ETS, 1992) has shown that increasing the TOEFL requirement will not necessarily mean that examinees will have the necessary oral and writing skills to complete their academic tasks. If an international graduate student wants to be guaranteed a Teaching Assistant position upon arrival at the university, the graduate student should have an acceptable TSE score.

The TSE is administered internationally, and although the costs are high ($155.00 CDN), the department and university is assured of the applicant's oral skills. The 12 tasks in the revised TSE-A, which is the test form for candidates applying for teaching or research assistantships, include giving opinions, telling a story from picture prompts, explaining a term from the examinee's field of study, explaining a graph, explaining changes in a schedule, and giving directions from a map. The following portions from the TSE Standard-Setting Manual reveal how close the TSE matches the communication skills needed by ITAs.

ORAL LANGUAGE ABILITIES MEASURED BY THE TSE

> Ability to find another way to convey the intended message when experiencing communication difficulties.
> Ability to use language for intended purposes (e.g. to apologize, to complain).
> Ability to address different audiences in a culturally appropriate manner.
> Ability to communicate clearly by organizing thoughts and connecting those thoughts well to help the listener follow the organization of the response.
> Ability to use pronunciation, grammar, vocabulary, and fluency so that they do no interfere with the message (ETS, 1995b, p. A9).

TSE RATING SCALE

> **60 Communication almost always effective: task performed very competently; speech almost never marked by nonnative characteristics**
> Functions performed clearly and effectively
> Appropriate response to audience/situation
> Coherent, with effective use of cohesive devices
> Almost always accurate pronunciation, grammar, fluency, and vocabulary
> **50 Communication generally effective: task performed competently; successful use of compensatory strategies; speech sometimes marked by nonnative characteristics**
> Functions generally performed clearly and effectively
> Generally appropriate response to audience/situation
> Coherent, with some effective use of cohesive devices
> Generally accurate pronunciation, grammar, fluency, and vocabulary (ETS, 1995b, p. A7).

If the institution requires the TSE for admissions (as the University of Waterloo does for their architecture program), the institution does not have to absorb the costs of testing and providing ESL support for those who need it. For students who do not take the test before arrival in Canada, institutions can provide their own testing. ETS provides guidance for how institutions can set their own standards and administer retired forms of the original TSE for their own local purposes with the Speaking Proficiency English Assessment Kit (SPEAK). Research has not yet been conducted to correlate TSE scores and ratings of ITA instructional performance, although many American ITA program developers would be able to provide this information. The TSE was revised in order to address communicative abilities, so part of this research was conducted in the test design process.

The benefits to the international graduate student of having proficient oral skills before coming to Canada or before entering university are significant. The student will have the confidence in her/his oral skills to participate and present in graduate student seminars. Furthermore, the students will not have to "waste time," as they might express the issue, studying English or spend as much money on tutors and editors. As the confidence of the international students increases, they will contribute more to the internationalization of Canadian post-secondary institutions.

At some institutions, the ESL departments could be actively involved in screening and providing services for graduate students who are needing language support. I believe that most Canadian campuses have conducted a recent review of the English requirements for graduate admissions, which was completed by committees consisting of various faculty members (see for example Heckman, Maiti, Mohan, Nadel, Quick, & Srivastava, 1993; & Chau, Howard-Ferriera, Katsabanis, Kirby, Moore, Rogers, Smith, Svarc, & Wilcox, 1995). ITA PD planners are encouraged to seek out the report done for their institution. Since the international students have paid fees (differential fees in most cases) the ESL courses can be funded through their tuition.

Some institutions may choose to accept students conditionally, with a TOEFL score between 500 - 550. The students may be admitted, but required to take a decreased academic load and additional ESL courses. It is very difficult to keep track of student progress, but some American institutions may be able to provide models and guidance for this approach. One similar example of this sort of initiative in Canada is found at the University of Alberta (Hitting the mark, 1997). The University of Alberta English Language Program (ELP) has recently offered a credit course for potential graduate students who have qualifications for admission in their departments, but who do not have the required TOEFL score of 550. The ELP provides a language and academic cultural component in the intensive 360-hour, four month course. Students who receive a seven in the course (out of nine) will be able to use this grade in lieu of a TOEFL score of 550.

2. Institutional Instructional Screening for all TAs

The policy of instructional or performance screening for ITAs, but not DTAs, assumes that there are no concerns for the instructional skills of DTAs. It is important that all TAs are screened, either through a department- or campus-wide program. This will indicate to the TAs and undergraduate students that the university is paying attention to the quality of instruction. It is quite standard for professors new to the university to present a microteaching lesson during the interview process. This same attention, although costly, would ensure that the junior faculty, the TAs, are able to teach.

Institutions, with collaboration from ESL departments, can develop oral proficiency tests and instructional context skills tests for the international graduate students who are wishing to become ITAs. Those who indicate successful instructional strategies, will not need to participate in the ITA PD activities, so the ITA PD programs can focus on those who are not as successful.

3. Careful examination of ITA screening issues before policies are made

I recommend a critical examination of the process that is in place on many American university campuses where international graduate students are accepted and hired as ITAs, and then, upon arrival, are told they must take a test and a course to keep their post. (Some even have to pay for the course.) TAs who are given teaching positions should be screened, but to give them a position, and then take it away, is highly problematic.

A few Canadian universities have begun to asses ITAs in direct ways, and the process is far from the policy stage. In an OLCR U department, ITAs who speak English as a second language are required to take the Oral Proficiency Interview (OPI), which the department pays for. They must receive a “2+” on a scale of “5”[5] in order to have their TAship renewed the following academic year. In practice, this has been only partially enforced — usually a failing ITAs' TAship is reduced to 50%. The department also takes the student and faculty evaluations of TA performance into account before a decision is made about future contracts (Confidential source). In this example, we see that the informal departmental "policy" is inconsistent, which incurs stress for the ITAs. Some ITAs who "fail" are given 50% employment the next term and some do not get employment.

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[5] A score of 2+ means the examinee is able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence (ETS, 1982).

Another issue would be the conditions of the TA contract. In some contracts, future employment can not be denied unless warnings are given and intervention in the form of mentoring, or training is involved. This is fairly consistent with the rule of review in most North American universities. The ITAs should be treated fairly, based on predetermined standards, and according to the availability of work. Even without a TA contract, universities must have a fair system in place when they have employed DTAs or ITAs who are not instructing well. If, according to student evaluations and faculty reports, a TA is not successfully instructing the course, the university should take the responsibility to provide training or support. The quality of instruction of undergraduates must take priority over financial support opportunities for graduate students.

The issue is whether emphasis should be placed on more comprehensive entrance requirements, rather than on performance screening tests after graduate students have been granted TAships. The need for ITA PD challenges the assumption that a graduate student with a high TOEFL score can speak and write well enough to successfully complete graduate student work and speak well enough to communicate effectively as an instructor.

Brown, Fishman and Jones (1991) have argued that screening tests for ITAs is an example of disparate treatment since only ITAs, and not American TAs, are required to take language and instructional proficiency screening tests. Since most Canadian universities are English-medium universities, it is reasonable to require English proficiency. The issue of having ITAs and not DTAs prove their instructional skills while applying for this job is more problematic. However, it has also been argued that a TAship is not employment, but it is a form of financial aid (Constantinides & Kaplan, cited in Brown, Fishman & Jones, 1991). If the TA position is unionized, it is contradictory to deem the remuneration as scholarships or partial scholarships. Brown, Fishman and Jones (1991), who have explored these issues from an American legal perspective, believe that a court of law would likely determine that a TAship is employment, and if not, the American universities would still have to abide by other legislation dealing with immigration reform and control. These issues clearly need to be explored in the Canadian legal system. It is highly unlikely that an ITA would sue a university (none in the U.S. has); however, universities must consider the ethics of making policies for one group of TAs and not the other. These issues also need to be resolved so that ITAs will recognize they are being treated fairly.

Some would argue against making ITA PD mandatory, or enforcing compulsory attendance, since "forcing adults to participate in any educational program is immoral because it violates the autonomy and self-determination of the individual" (Sork, 1988, p. 42). On the other hand, others could argue that ITA PD is necessary for the benefit of the group, so the will of the group is more important than the individual. Making decisions about screening ITAs is a dilemma since it is a choice that has "no totally acceptable resolution; whatever decision is made, there will be some negative consequences" (Sork, 1988, p. 37). The ITA PD program planners are attempting to balance their responsibilities to the ITAs, undergraduate students and the university. Nonetheless, these ethical dilemmas must be considered and worked through so that the forces and values of the quality of education and accountability can be upheld.

4. Collaborative ITA PD activities

My first two recommendations deal mostly with the ITA's language proficiency and, if implemented, may preclude the need for instructional skills PD activities. However, I also recognize that they imply second order changes which are not likely to occur in the short term. Therefore, I suspect that the nature of ITA PD activities will change, rather than the language proficiency requirements of the incoming graduate students. Since many institutions in Canada are in the process of developing ITA PD proposals, and some are still developing general TA PD programs, it is helpful to support their initiatives with some recommendations.

Collaborative ITA PD activities will reinforce the concept that the quality of education is important to the students, departments and ITAs. Furthermore, getting many people involved will ensure that the ITA PD activities are promoted, since many will have a vested interest or a sense of "ownership." In Chapter Seven, I discussed the various instructional plan options and have suggested several areas of concern. I believe that ITA PD planners in Canada and the U.S.A. need to work more at getting the departments and undergraduate students involved. Therefore, the following instructional plan format recommendations will focus on enhancing the involvement of departments and undergraduate students.

Departments may be concerned about having ITA PD activities in campus-wide formats because of their own supposed content-knowledge distinctiveness. It would be ideal to have departments share some of the responsibility with the campus-wide PD units, although, that implies yet another second order change. The main concern with department "knowledge" or content is whether the ITAs can teach it effectively. I suggest ITA PD educators guide the ITAs by helping them with the cultural or language support they need for asking their departments for help in this area. Often, ITAs are afraid to show they do not know something because of their belief that the teacher should know it all (sage on the stage). The department can also support the ITA PD program by allowing videotapes to be made of DTAs, ITAs and instructors who are well known for their excellent teaching skills. These high quality video tapes could be made by media students in another faculty, and could be taken in a wide variety of authentic instructional contexts — capturing the instructor and the students. The ITA PD educators could use these in class for discussion of content, language (English and body language) and instructional skills. The videos could also be used in a self-access centre with observation grids that could focus on content, language and instructional skills. These video tapes could also be used by the department for their own purpose. For the ITAs who are especially weak in explaining content from their department, these would be an important source of language support.

The involvement of undergraduate students in the ITA PD activities is not as difficult or costly as some might imagine. To recruit volunteer undergraduates, the campus volunteer centre, campus newspapers, and student clubs could be utilized. It would be very helpful to have the departments involved in having an "Adopt an International Graduate Student" initiative. This would benefit both groups since the graduate students could be mentors (how to survive undergraduate school, how to study a particular course, etc.) and the undergraduates could support the graduate students with English practice, and cultural insight. As trust develops, the ones who are ITAs could ask about instructional support. Undergraduate students can be language partners, trained instructional performance test raters, participants in mock teaching and participants in discussions on student related issues. For example, the University of Victoria asks departments to choose three undergraduate students to attend the instructional proficiency test of their ITAs. The students are expected to ask the ITA questions about the content of the mock lecture s/he has just presented (M. Cox, personal communication). Students can volunteer or be paid through the work study program on campus. Undergraduate students are the most important people to be involved in ITA PD since they are the focus of the quality of instruction concerns.

Conclusion

The key to ITA PD is ensuring that ITAs can provide instruction that is comprehensible to undergraduate students. The issues of graduate student language proficiency university entrance requirements, instructional proficiency screening tests and TA employment conditions are far from being resolved. As international undergraduate and graduate student numbers increase, universities will need to continue to discuss and resolve these issues.

It is interesting to note that many universities with high numbers of international students have not necessarily established ITA program activities (University of Toronto, McGill, Laval, University of Montreal, University of Alberta). Perhaps the size of the institution makes the difference. On a smaller campus, the ITAs may "stick out" and thus, attention is necessary, whereas at a larger university, the ITAs are lost in the crowd and the issues are easily ignored. A smaller institution may also be more willing to address the concerns of the undergraduates and ITAs because the administration (which allocates funds) is more involved with the teaching and learning aspects of the campus. Administrators on a larger campus, especially one which prides itself in research achievements, may not care to address the teaching and learning issues. Perhaps, a lack of caring is not the issue, but the massive bureaucratic structure may impede any initiatives which are meant to address the needs of the undergraduate students (basically the lowest rung on the power ladder).

International graduate students and international teaching assistants are becoming a larger cohort on Canadian university campuses. For some campuses, international students are being recruited in order for the university to obtain the financial benefits and the decision to charge differential fees is one measure to offset the provincial grant reductions (Tuition fees, 1997; Miller, 1997). International graduate students are a valuable resource on campus, and they should be provided with support if they are selected to instruct. However, the concerns for quality of education and demands for accountability and consumer satisfaction will continue to intensify with or without an increase in international student numbers. If universities and the governments are fully supportive of internationalization initiatives, then they must be convinced to assume some financial responsibility for the needs of those they admit. Nevertheless, there is much still to learn about the international student phenomenon, so research attention still needs "to be directed toward examination of the contribution that international students make to social, cultural and economic progress in Canada and to the enhancement of international cooperation and understanding" (Zelmer & Johnson, 1988, p. 50). ITAs should not only be considered a "problem," since they do contribute to the teaching, learning, and research functions of Canadian universities. It is time to develop professional development activities at each university to enhance their teaching experience, whether they return to the business, industry or academic fields in their native country, or they remain in Canada to participate in business or industry, or to become the professoriate of tomorrow.

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Appendix A: International TA Professional Development Activities in Canada, March 1997

INSTITUTION	INITIAL YEAR	ITA PD PROVIDERS	SUMMARY OF ACTIVITIES	TIME	# PARTICIPANTS
University of British Columbia	1988 1992 Fall	Intercultural Training and Resource Center (ITRC), Continuing Studies	*Professional Development for International TAs* • seminars • microteaching • observations & feedback of ITAs in classes • language support as required *Intercultural Communication Training* • ITAs & DTAs • Faculty Diversity Workshops • Staff Diversity Workshops *Other:* • certificate given; transcript record as a non-credit course	39 hrs /11 wks	400
University of Calgary	1991	private contract to ESL specialist; arranged through Center for University Teaching (CUT)	Interactive pronunciation sessions "Homework" using audiotapes is assigned Other: funded by the Royal Bank of Canada	30 hrs /5 wks	(meet in groups of 6)
University of Manitoba	1993	University Teaching Services	*Accent Modification Course* offered spring/fall/winter	10 hrs /2 wks	64
		English Language Centre	Many ITAs attend the ELC's courses: • *Oral English for Graduate Students* • *Oral English: Seminars & Presentations*		
McMaster University		Instructional Development Centre	Workshops offered during mandatory campus-wide *TA Orientation* • *Being a TA When English is Your Second Language* • *Teaching in a Different Culture*	90 minute option	
University of Ottawa	1993	Second Language Institute (SLI)	*Oral Skills for International TAs* • videotaped microteaching • seminars • presentation skills & intercultural adaptation • 1 hr weekly individual feedback tutorial • pronunciation support as required • independent study materials using SLI & Multimedia resources • WWW course work (in process)	30 hrs /10 wks	100+
	1993	Centre for University Teaching	Workshops at TA Orientation • *Orientation to Teaching in a Canadian University*		

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Queen's University	1997 (January)	Instructional Development Center & International Center	*Improving Teaching Skills for ITAs* workshop on Presentation and Communication Skills	1.5 hrs	25
Simon Fraser University	1993	Continuing Studies	*ITA Seminar* • culture & language training for TAs & other international scholars & researchers • focus on improving comprehension, fluency & pronunciation of spoken English	39 hrs /13 wks	185
University of Western Ontario	1995 (Fall)	Part-Time & Continuing Education (ESL)	*ITA Training Program (ITA TP)* • Basic & Advanced level course on culture, language, & instructional skills Other: • Developed a survey using graduate student enrollment records & questionnaire survey of ITAs • Developed screening test for enrollment in Basic or Advanced sections • experienced ITAs train new ITAs	4 wks /level	117
University of Victoria	1993	English Language Centre	*English Language Program for Graduate Students* • ITAs & graduate students who want TAships complete SPEAK (1995). Those who pass SPEAK proceed with a UVic instructional performance test (mock lecture with raters & undergraduate students). • Those who do not pass SPEAK take regular ESL classes. Those who do not pass the proficiency test take a class re: teaching & language needs. Performance test is then re-administered.		
York University	1992	Center for Support of Teaching & English Language Institute	*Communicate*: A language & teaching course for graduate students whose native language is not English • seminars • one-on-one consultation • microteaching	24 hrs /12 wks	
		Center for Support of Teaching	*Workshop option offered at TA orientation*: When English is not your first language		

Source: Janice Penner (March, 1997). Canadian Initiatives: International Teaching Assistant Professional Development (UBC Master's of Education, unpublished manuscript).

Appendix B: Contact List

University	**Unit**	**Name**	**E-mail**
UBC	ITRC	Katherine Beaumont	beaumont@cce.ubc.ca
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Ottawa	CUT	Sergio Piccinin	SJPCUT@acadvm1.uottawa.ca
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York	ESL	Nick Elson	nelson@yorku.ca

Appendix C: Source-Driven Needs Assessment Strategy - Draft

Impact

Sources	*Information Required*	*Methods Used*
1.Centre for University Teaching (CUT), University of Ottawa (U of O)	1a,b. Description of International Teaching Assistants' (ITAs) instructional tasks 1c. ITA instructional training currently offered 1d. Resources for ITA training	1a. Document review (CUT survey on ITA needs) 1b. Focus group (Director and workshop leaders) 1c,d. Interview (Director)
2. Second Language Institute, U of O (SLI)	2a. Description of oral academic communication skills and cultural knowledge needed by ITAs to carry out instructional tasks in English. 2b. Resources for ITA training 2c. Prior experience training ITAs	2a,c. Focus Group (ESL profs) 2b. Interview (Director) 2c. Document review (SLI courses)
3. Other universities (Canadian and U.S.)	3. Data on ITA training programmes in other universities (trends)	3. Document review (professional journals, network publications)
4. School of Graduate Studies, U of O (SGS)	4. Data on international graduate student enrolment	4. Document review (SGS stats on enrolment trends)
5. Human Resources, U of O	5. Data on international graduate students employed as TAs	5. Document review (employee records)
6.Teaching Technologies, U of O	6a. Data on technical (multimedia) training workshops offered to ITAs. 6b. Resources for ITA training	6a. Document review (workshop content) 6b. Interview (Director)
7. Grad. Students' Assn.	7a,b. Data on ITA orientation	7a. Doc. Review 7b. Interview

Performance

8. ITAs' supervisors	8. ITAs' job performance evaluations if available/existing.	8a. Interview (phone) 8b. Observation
9. ITAs' students	9. Evaluations (if available/existing) of ITAs' oral communication and teaching skills	9. Survey review
10. ESL professor	10. Evaluation of general English language proficiency, especially oral skills.	10a. Standard measures of English language (especially oral) proficiency where available 10b. Observation (ITA work samples)

Learning

11. ITAs	11. Biodata (education, work and/or instructional experience)	11. Questionnaire
	12a. Oral academic skill development 12b. Instructional skill development 12c Awareness of cultural norms of Canadian academia	12a,12b,12c. Self-assessment questionnaire (inventory of competencies)
	13. Oral academic skills training goals	13a. Work sample(on video/audio) used with self-assessment grids 13b. Oral interview

Source: Feldberg, W. (1997). University of Ottawa Second Language Institute.

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Appendix D: Locations of Universities Mentioned in this Study

Name of Institution	**Location - City & Province**	**Classification (according to *Maclean's*†)**	**Commonly Known As**
Acadia University	Wolfville, Nova Scotia	Primarily Undergraduate	Acadia
University of Alberta	Edmonton, Alberta	Medical/Doctoral	U of A
University of British Columbia	Vancouver, British Columbia	Medical/Doctoral	UBC
University of Calgary	Calgary, Alberta	Medical/Doctoral	U of C
Carleton University	Ottawa, Ontario	Comprehensive	Carleton
Concordia University	Montreal, Quebec	Comprehensive	Concordia
Dalhousie University	Halifax, Nova Scotia	Medical/Doctoral	Dalhousie
University of Guelph	Guelph, Ontario	Comprehensive	Guelph
University of Lethbridge	Lethbridge, Alberta	Primarily Undergraduate	Lethbridge
University of Manitoba	Winnipeg, Manitoba	Medical/Doctoral	U of M
McGill University	Montreal, Quebec	Medical/Doctoral	McGill
McMaster University	Hamilton, Ontario	Medical/Doctoral	McMaster
Memorial University of Newfoundland	St. John's, Newfoundland	Comprehensive	MUN
University of New Brunswick	Fredericton, New Brunswick	Comprehensive	UNB
Nipissing University	North Bay, Ontario	Primarily Undergraduate	Nipissing
University of Ottawa	Ottawa, Ontario	Medical/Doctoral	U of O
Queen's University	Kingston, Ontario	Medical/Doctoral	Queen's
Simon Fraser University	Burnaby, British Columbia	Comprehensive	SFU
University of Toronto	Toronto, Ontario	Medical/Doctoral	U of T
University of Waterloo	Waterloo, Ontario	Comprehensive	Waterloo
University of Western Ontario	London, Ontario	Medical/Doctoral	UWO
University of Victoria	Victoria, British Columbia	Comprehensive	UVic
York University	North York, Ontario	Comprehensive	York

†Medical/Doctoral universities are those with a broad range of PhD programs and research, as well as medical schools. Comprehensive universities are those with a significant amount of research activity and a wide range of programs – including professional degrees – at the graduate and undergraduate levels. Primarily undergraduate universities are those largely focussed on undergraduate education, with relatively few graduate programs.